

# **PROGRAM OF STUDIES 2018–2019**



**Gorham High School  
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Gorham, NH 03581  
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Jennifer Corrigan, Principal  
Wayne King, Dean of Students  
Christine Lemoine, Director of School Counseling

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***This document can be seen online at [www.gmhsnh.org](http://www.gmhsnh.org)***

## NONDISCRIMINATION

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It is the policy of the School Board that there will be no discrimination on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national ethnic origin, economic status or disability for employment in, participation in, admission/access to, or operation and administration of any educational program or activity in the School District.

The District will not discriminate against any employee who is a victim of domestic violence, harassment, sexual assault, or stalking.

The Superintendent or his/her designees will receive all inquiries, complaints, and other communications relative to this policy and the applicable laws and regulations concerned with non-discrimination.

This policy of non-discrimination is applicable to all persons employed or served by the District. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. They shall be received by the Director of Special Services at 466-3632. This policy implements PL 94-142, Section 504 of The Rehabilitation Act of 1973, Title II of The American with Disabilities Act, Title VI or VII of The Civil Rights Act of 1964, Title IX of The Education Amendments of 1972, and the laws of New Hampshire pertaining to non-discrimination.

NHSBA Note, September 2014: Addition of provision prohibiting discrimination on the basis of economic status, per RSA 186:11, XXXIII (effective July 2014). Addition of new paragraph prohibiting discrimination in employment matters against victims of domestic violence, harassment, sexual assault, or stalking, per RSA 275:71 (effective July 2014).

### *Legal References:*

*RSA 354-A:6, Opportunity for Employment without Discrimination a Civil Right*

*RSA 354-1:7, Unlawful Discriminatory Practices*

*The Age of Discrimination in Employment Act of 1967*

*Title II of The Americans with Disabilities Act of 1990*

*Title VII of The Civil Rights Act of 1964 (15 or more employees)*

*RSA 186:11, XXXIII, Discrimination*

*RSA 275:71, Prohibited Conduct by Employer*

Appendix: AC-R

1<sup>st</sup> reading: 10-21-2014

2<sup>nd</sup> reading: 11-18-2014

Adopted: 11-18-2014

# ACCREDITATION STATEMENT

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Gorham High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliate institutions include elementary schools through collegiate institutions, which offer post-graduation instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality, periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of that school or college. Individuals may also contact the Association:

New England Association of Schools and Colleges  
209 Burlington Road, Suite 201  
Bedford, MA 01730-1433  
(781)271-0022

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# **Follow Your Dream**

*By Edmund O'Neill*

*Your life holds  
Unlimited potential and wonderful dreams.  
You have the ability to attain whatever you seek;  
Within you is every potential you can imagine.*

*Always aim higher than you believe you can reach.  
So often, you'll discover that when your talents  
Are set free by your imagination,  
You can achieve any goal.*

*If people offer their help or wisdom  
As you go through life, accept it gratefully.  
You can learn much from those  
Who have gone before you.*

*But never be afraid or hesitant  
To step off the accepted path  
And head off in your own direction  
If your heart tells you  
That it's the right way for you.*

*Always believe that you will  
Ultimately succeed at whatever you do,  
And never forget the value  
Of persistence, discipline, and determination.*

*You are meant to be whatever  
You dream of becoming.*

# WELCOME LETTER

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To Our Students, Parents and the School Community:

We are happy to welcome you to our 2018-2019 Program of Studies and our course registration process for Gorham High School. We are proud to be associated with such a wonderful school where everyone, both within the school and throughout the community, works so hard to serve Gorham High School students.

The Gorham High School Program of Studies lists the courses offered at the high school and provides guidance on how to make appropriate course selections. Information about graduation requirements, specific course descriptions, and school counseling services can be found in this guide. As you prepare for the 2018-2019 school year, work closely with the director of school counseling and listen carefully to the advice and recommendations of your current teachers. Involve your parents early to benefit from their insight and experience. You are encouraged to take advantage of the diverse curricular and co-curricular offerings available in the fine arts, performing arts, technology, the athletic programs, and the student clubs and organizations. In addition to enriching your high school experience, participation in these offerings builds leadership and innovative qualities.

We are also very proud of our school's success and have received many indicators to let us know that we are on the correct path. Indicators include college acceptances, test scores on various state and national tests, and the success of our students after they leave "our family." Each year a high percentage of Gorham High School graduates go on to two- and four-year colleges and universities. Our students have been accepted at and attended some of the best colleges and universities in the United States and we are proud of the foundation we have provided them.

The staff and administration are very proud of our successes and we are pleased to offer your son/daughter a quality education. We challenge all students because we believe that each student should put his/her best foot forward.

The course registration process that you are beginning is very important. This process will give us the information needed to determine the number and variety of classes to offer. Please give this process your careful consideration. Accurate information is vital to the success of the scheduling process.

As you begin the course registration process, there should be certain questions that you must answer if you want to determine the program that is best for you. These questions are:

1. What are your strengths and weaknesses?
2. What type of grades are you presently getting? What type of grades do you want to get?
3. How can you find out more about the courses before you select them?
4. At this point in time what are your goals upon graduation?
5. What courses do you think you should take to achieve these goals?
6. Are you aware of what the prerequisites are for courses you are interested in enrolling into? Do you meet the requirements?
7. Are you making long-term plans or merely planning one year at a time? What would your four-year plan look like?
8. What are your out-of-school activities? Will you be able to balance your school needs with other needs?
9. Are you balancing your course selections to include a variety of educational areas and opportunities?
10. Are you taking the hardest courses that you are capable of?

This program of studies outlines the academic and elective courses offered to all students in grades 9-12. In addition, it outlines the sequence of courses. Use this guide not only at this time, but for future reference as well.



There are many changes taking place in 21<sup>st</sup> Century high schools, and Gorham High School now offers many opportunities for students that did not exist just a few years ago. As you know, we have a strong School-to-Career program that has allowed many students to see first-hand what their perspective career could be. Keep in mind that we have many Extended Learning Opportunities which will allow students to develop credit bearing courses of study that they are interested in pursuing outside the course listings contained in this booklet. These and other alternative options for learning are further described in the pages that follow.

The Gorham High School 2018-2019 Program of Studies is compiled and printed prior to the finalization of the school budget and the collection of student requests for classes. We want to make certain that you and your parents understand that some of the courses in these listings may not be offered due to either funding or low enrollment issues. In all instances, however, students will be able to take the courses required for graduation.

Thoughtful planning and participation in your course of study will help to establish the solid foundation necessary for success in your chosen field. At your age it is rare to find a student that knows exactly what his/her goal is for the future. The process of uncovering this exciting goal takes time and thoughtful long-range planning. It is important that you investigate the various learning experiences at Gorham High School. The nature of our course electives should provide opportunities for all students. The broad selection of courses available to you is designed to accommodate the diverse interests and needs of our students.

The journey toward your future can be a complex process and not one that we want you to travel alone. Determining a plan of study for the coming school year will best be served by collaborating with parents, teachers and your counselor. The future holds many exciting possibilities for you! Think about what life will be like beyond Gorham High School, challenge yourself, go beyond your comfort level and excel. We encourage you to take full advantage of the opportunities offered at Gorham High School and to select the most challenging academic program you possibly can. Further, to ensure that every possible door remains open to you upon graduation; we encourage you to pursue a quality program and to take some academic risks by selecting some subjects with which you are not familiar. We believe in the person and student you are today and we believe that the best is yet to come. The staff at Gorham High School is excited and proud to be on this journey with you.

Sincerely,

*Jennifer Corrigan*

Jennifer Corrigan  
Principal

*Christine A. Lemoine*

Christine A. Lemoine  
Director of School Counseling  
H.S. School Counselor



# DIRECTORY

---

## **Cooperative School Board**

Mr. Greg Corrigan	Mrs. Angela Brown	Mr. Pete Girouard
Mr. Dennis Wade	Mrs. Lori Boisselle	Mr. Jeff Stewart
Mrs. Jo Anne Carpenter	Mrs. Gina Saladino	Ms. Gaye Ruble
Mr. Stephen Michaud	Mr. Barney Valliere	

## **Superintendent's Office**

123 Main Street  
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## **Gorham High School**

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### *Administration*

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Mrs. Melissa Riendeau, Main Office (Ext. 3000) ([melissa.riendeau@sau20.org](mailto:melissa.riendeau@sau20.org))

## **School Counseling Office**

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Ms. Christine A. Lemoine, Director of School Counseling/High School Counselor (Ext. 3004) ([christine.lemoine@sau20.org](mailto:christine.lemoine@sau20.org))  
Mr. Matthew Saladino, Middle School Counselor/School-to-Career Coordinator (Ext. 3005) ([matthew.saladino@sau20.org](mailto:matthew.saladino@sau20.org))  
Mrs. Donna L. Theriault, Administrative Assistant (Ext. 3003) ([donna.theriault@sau20.org](mailto:donna.theriault@sau20.org))

## **Staff**

If you are interested in contacting any of our faculty members, please call 466-2776 or email at the address listed below.

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We encourage parents and students to contact administration and teachers with any questions or concerns.

# MISSION STATEMENT

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Gorham Middle & High School's mission is to prepare all students to become 21<sup>st</sup> Century thinkers, learners, and citizens in a safe, nurturing environment.

## **Beliefs**

We strive for personalization of instruction to meet all learners' needs and abilities. Our many extra-curricular activities provide a forum for students to develop their individuality, strengths, and potential for success, as well as enhance their social-emotional wellness. Collaboration is used to reinforce important skills necessary to be utilized in the community and global environments of the 21<sup>st</sup> Century.

## **Core Values & Learning Expectations**

### **Academic**

- 1.1 Evaluate, interpret, and synthesize information and its sources
- 1.2 Make effective, engaging 21<sup>st</sup> Century presentations when expressing ideas
- 1.3 Demonstrate problem solving skills

### **Social Competencies**

- 2.1 Exhibit self-discipline and respect
- 2.2 Consider and explore career opportunities
- 2.3 Work collaboratively in diverse settings

### **Civic Competencies**

- 3.1 Behave in ethically and morally appropriate ways
- 3.2 Promote community involvement through active participation
- 3.3 Understand financial responsibility

Following each course offering, the appropriate code will follow indicating which expectations will be met in that particular course.

## **Gorham Randolph Shelburne Cooperative School Board** **Mission Statement**

The mission of the G.R.S. Cooperative School Board is to promote academic achievement and success, to prudently manage educational cost, and to assist in the development of lifelong learners who are intellectually curious, resourceful and respectful of self, others and the environment.

# SCHOOL COUNSELING SERVICES

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A school counseling program is comprehensive in scope, preventative in design, and developmental in nature. The school counseling program at Gorham Middle & High School is committed to working with all students on a variety of issues. The program is designed to help meet the needs of the students by helping them define and meet expectations in all aspects of their lives – personal, social, emotional, academic and career. Our middle and high school guidance plan is implemented through consultation, small group, individual counseling, and classroom lesson plans.

**Ms. Lemoine, high school counselor, and Mr. Saladino, middle school counselor, are committed to working with all students, parents, school personnel and members of the community to ensure a positive learning experience at Gorham Middle & High School.**

**We focus on what students should know, understand, and be able to do. Our goal is to help all students achieve success in school and develop into contributing members of society.**

**The comprehensive school guidance and counseling program targets four main areas of development: Academic – learning to learn; Career – learning to work; Personal/Social – learning to live; Community – learning to contribute.**

**The school counseling program will be delivered to students in four components:**

## **School Counseling Curriculum**

- Classroom Guidance & Group Activities
- Peer Helper Programs & Parent Workshops
- Interdisciplinary Curriculum Development
- Workplace Readiness / Career Planning

## **Individual Planning** (helping students plan and manage their learning and development)

- Individual Appraisal (helping students assess their abilities, interests and skills)
- Individual Advisement (helping students understand, apply and analyze self-appraisal information)
- Placement (helping students with transitions, school-to-work, scheduling)

## **Responsive Services**

- Individual, Group & Crisis Counseling
- Consultation with teachers, administration, parents, etc.
- Referrals

## **Systems Support**

- Coordination (services, activities, meetings)
- Community and Advisory Boards
- Research and Development
- Public Relations and Community Outreach
- Program Management (training staff, addressing facility constraints, deciding where to put resources)
- Professional Development
- Professional Association Membership

These four components are an integral part of a comprehensive school counseling program. In the case of responsive services, unless otherwise instructed in writing by a parent or guardian, school counseling services will be provided to all students through self-referral, staff-referral and/or parent

referral. Special education students who require counseling as an educationally related support will receive service consistent with state and federal laws and as detailed in the Individual Education Plan.

All information shared during counseling sessions will be treated with the deepest respect and confidentiality. Both Ms. Lemoine and Mr. Saladino have ethical responsibilities and a professional duty not to divulge information learned in a private interaction unless there are special and compelling circumstances or a legal mandate to do so. Ms. Lemoine and Mr. Saladino are required to share information with the parents of minors and others if: it is ordered by a court of law, a student is causing themselves harm or to others, a student is being abused or neglected, or to warn potential victims of the intent to harm.

Ms. Lemoine, in the high school, and Mr. Saladino, in the middle school, will try to help you take the greatest advantage of the opportunities available to you at Gorham Middle & High School.

Ms. Lemoine is available to discuss concerns of parents and students regarding:

- information about programs available in the summer
- selection of courses
- entrance requirements of post-secondary programs
- procedures for applying to various schools and colleges
- interpretation of test results
- the process of applying for financial aid
- credit recovery programs explained
- information about the Armed Services
- information about the high school equivalency certificate
- information about present and projected job opportunities
- student summer work programs
- referrals to agencies offering special assistance
- personal counseling – students are helped to achieve a better understanding of themselves and others in order to solve personal, social, and educational problems
- course selection and programming – students are assisted in selecting courses appropriate to their personal needs, academic goals, and abilities
- college placement – students are helped to prepare for post-secondary education in such areas as: school selection, financial aid, application preparation, academic goal setting, and assessing abilities
- career counseling – students are helped to understand themselves and their abilities in relation to the world of work so that better career choices can be made.

Ms. Lemoine and Mr. Saladino also provide crisis counseling as needed. Whatever your concerns, please call the school counseling office at 466-2776, or e-mail Ms. Lemoine at [christine.lemoine@sau20.org](mailto:christine.lemoine@sau20.org) or Mr. Saladino at [matthew.saladino@sau20.org](mailto:matthew.saladino@sau20.org).

# STUDENT SERVICES PROGRAM

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The student services department provides comprehensive programs and services to promote the academic and social potential of all students that honors each student's cultural intellectual diversity. Student services professionals are student advocates who work in partnership with other educators, parents/guardians, and community organizations to support the academic and social needs of all students throughout their high school career and help each student transition to life after high school.

Student services at Gorham Middle & High School are designed to meet the New Hampshire Standards for the Education of Handicapped Students to provide a free and appropriate education for all identified educationally disabled students using an inclusion model. The proper referral, evaluation, and placement requirements must be met in order for a student to take part in this program. A referral may be made by any person who bears a responsibility for a child's welfare.

After it has been determined (through the referral, evaluation and placement process) that a student is educationally disabled, a variety of placement options become available. Such placements may include, but are not limited to, the following options: directed study support, consultative assistance, specialists, and instructional assistants, work-study, special classes, class monitoring, and/or individualized instruction. Students who are identified as educationally disabled will be graded according to their Individual Education Plan (I.E.P.), which defines specific goals, objectives, and modifications. A determination will be made by a team of classroom teachers, special education staff, administration, and school counselors. These may include the following areas of concern: test-taking, assignment completion, study techniques, counseling and/or vocational planning.

If you suspect that your child is educationally disabled and qualifies for such services, you may make a written referral requesting that the school district determine your child's eligibility. Such referrals can be addressed to the Director of Special Services, 123 Main Street, Gorham, NH 03581 or at the school building level by contacting David Backler, Principal or Christine Lemoine, Director of School Counseling.

# PROGRAM OF STUDIES OVERVIEW

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This booklet has been prepared to give students, parents, and teachers information about the total program of Gorham High School including courses, recommended programs, and graduation requirements. This Program of Studies is subject to change due to unforeseen circumstances. However, every effort will be made to provide the program indicated in this booklet. The staff at Gorham High School has made a continuous effort to upgrade its course offerings as new and accepted programs are developed on a state and national level. We are very proud of the course offerings we have to offer to all of you and work hard to provide you with a high quality education. Many changes have been made in the past few years and there are indications that many more will be forthcoming in the years ahead. Course content in all areas is under constant study and additions and deletions are made when experience indicates the desirability of change. The course descriptions herein are brief and are intended to generalize the nature and activities of the courses.

Teacher assignments are based upon the course selections of students; therefore, changes in students' schedules, once the school year has started, may not always be possible due to the unavailability of classes, class size or scheduling conflicts. Schedule changes must be done prior to the new 2018-2019 school year. Each request for withdrawal will be considered on its own merit and benefit to the educational needs of the student and must have final approval of the director of school counseling and principal. Please refer to the Add/Drop Procedure under the Scheduling Section.

Please consider what courses you will be taking not only for this year but also for your full high school program. It should be noted that certain courses are required to meet state and local diploma requirements. These should be considered first when selecting each year's course selections.

Please see Ms. Lemoine or Mr. Backler with any concerns you may have regarding this year's Program of Studies, as well as any questions with the state or school's graduation requirements.

## **Selecting Courses**

### **Building a Master Schedule**

The courses that are offered at Gorham High School and the number of sections needed for each course is finalized after we have compiled all course tallies. That is why students are asked to think carefully about the courses they would like to take when they schedule and to complete their course selection form in a thoughtful and timely manner.

This year we began the process by asking for preliminary course schedules from students. Ms. Lemoine will then build a preliminary master schedule to share with administration and staff to garner feedback as to how to build the final draft of the master schedule. The next step will be to meet individually with students to discuss the upcoming year as they review their credit histories and talk about goals.

Administration will develop a preliminary schedule and students then make their final selections from the first draft. Since there are eight blocks in a year which need to be filled, all students must sign up for all eight credits. It is imperative that students provide us with additional (alternate) course choices to be used if it is not possible to schedule all of the students' first choices.

Student course selections are then entered into the computer and a course tally is run to determine how many students signed up for each course. The number of sections needed for each course is determined by the total number of students wishing to take that course. Thus, there will be more sections of a course requested by a lot of students. On the other hand, a course requested by only a few students might not be offered at all. These decisions are based upon the number of available



staff in a particular area and on the predetermined minimum/maximum class size. At this point the master schedule is then tweaked and adjusted based upon information about course tallies, staff availability, room availability, and class sizes. The goal is to develop a master schedule which will enable the majority of students to be scheduled for every course for which they are registered. Problems usually surface at this point and the master schedule is modified to accommodate the needs of the students and several runs of schedules are conducted. This process may occur several times before the master schedule is finalized. The master schedule is finalized when it meets the needs of the most students possible.

The scheduling process needs to be taken seriously. Student schedules will be developed through counseling sessions between the students and Ms. Lemoine, based on teacher feedback discussion if they meet the prerequisites for the course, and with input and approval from students and their parents. Because it is virtually impossible to develop a perfect schedule which would accommodate all requests, there will be students that cannot be scheduled in all of the classes that they requested. For example, students who choose several classes where only one or a very few students are scheduled may find that one class conflicts with another. This is unavoidable if the goal of the schedule is to meet the needs of the majority of students. That is why it is crucial to select viable, realistic alternative course requests on the course selection sheet.

### **Setting Educational Goals**

A student's educational goal while enrolled at Gorham High School should be to learn as much as possible in preparation for post graduate options. With this in mind, students are encouraged to enroll in challenging, demanding classes designed to assist them in their preparation for further education or career work after high school. Gorham High School's course offerings are designed to provide flexibility in meeting students' needs while offering students the skills and competencies required for success in college or employment.

To help students determine their educational goals, they are encouraged to carefully review the Program of Studies and to discuss their goals and decisions with their parents, teachers and director of school counseling. Students are reminded that if they would like assistance, Ms. Lemoine is available to assist them.

### **Things to Consider**

Please read this Program of Studies thoroughly so that you take full advantage of the variety of course offerings available at Gorham High School. Selecting courses at your skill level will assist you in achieving your desired educational and career aspirations. Tentatively plan a program for four years when selecting courses that will meet your current educational and career goals.

Ms. Lemoine will help guide you through selecting courses that are required for graduation. The freshman year requires students to participate in courses designed to build a core of knowledge. Course offerings are also designed to provide students with information that all students should have mastered in taking the state mandated S.A.T. exam in the spring of their junior year. The sophomore year is also fairly structured as students continue to fulfill state-mandated graduation requirements; however, there are more opportunities for students to explore academic and career interests.

Students, please take this process very seriously as it will directly impact your future at Gorham High School and beyond. Parents will also need to be actively involved in the course selection process.

Students should also seek out teacher input. Teachers are a great resource to recommend academic courses that are within the student's academic goals and ability range. Ms. Lemoine will also provide suggestions and direction throughout the course selection process based on your interests, abilities, and future plans. The focus should be on long-range planning and Ms. Lemoine will assist

students in making selections which will meet their intended goals. Although current interests and aspirations will no doubt change for some over time, an initial focus is important. Please make sure to list alternative choices. Be sure you do so in a thoughtful manner to avoid taking a course that you don't really want.

Use the listing of course offerings to assist in the scheduling process. Students must choose courses that will fit into the block format. It is very important that students follow the recommended track so that all graduation requirements can be met.

The further you look ahead and anticipate the preparation you will need to achieve your educational and career goals, the more likely you are to achieve them. Be sure to read course descriptions carefully, especially those with prerequisite demands. Consult with your parents, director of school counseling, and teachers to ensure that you have course selections that are thoughtfully planned and have a focused direction.

While no school can guarantee a student a given class in a particular school year, we will strive to provide that class for the student at some point during his/her four year Gorham High School experience.

# BLOCK SCHEDULING SYSTEM

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The staff and administration of Gorham High School are continually striving to provide optimum development within our school system. Gorham High School has been working with a 4x4 block schedule system since 1997. This system has allowed extended time for students to practice and to master essential skills and knowledge. This system consists of four instructional blocks of 90 minutes in length. (The New Hampshire State Department of Education requires 135 hours per credit on an eight period day schedule for each class.) In the recent years, we have been working with various modified block schedules. Students complete what we consider to be a year-long course in one single semester (90 minute classes that meet for 18-weeks) and will receive one full credit. Quarter length courses of nine (9) weeks are also offered in which the student will receive one half (0.5) credit.

In addition to 90 minute blocks, Gorham High School will also be offering semester-long and year-long "skinnies". Semester-long skinnies will meet for 45 minutes per day for a semester whereby the student can earn one half (0.5) credit. Year-long skinnies will also meet for 45 minutes per day for the year and a student will earn one full credit. Students who select a skinny must match it with another skinny so that the total time equals 90 minutes. Freshmen schedules have a combination of 90 minute and 45 minute classes that allow students to remain in S.T.E.M., Integrated Science, Read/Write, Math 1 and French I the entire year.

Since teachers have longer blocks of instructional time to work - they are encouraged to break away from being reliant on lectures as the primary mode of teaching. For example, a science teacher might deliver direct instruction for 30 minutes, review concepts in groups, use a lab for reinforcement, and then provide individual students with personalized re-teaching all within the same block. In addition, there are fewer time consuming class beginnings and endings. This is most important for classes that require considerable time for set-up and clean-up, such as science, fine arts, technology (S.T.E.M.) classes, physical education, and career and technical education classes.

It is our goal to immerse each student in his/her subject, to concentrate on our curriculum, to increase the number, variety and rigor of our course offerings, to enhance the quality of our classes by asking our teachers to prepare for fewer daily classes, and to extend time to students to practice and to master essential skills and knowledge. We believe that a 4x4 modified block schedule will help to pull all of these issues together and provide a more challenging, relevant and meaningful education to all of our students.

In addition to the courses offered at Gorham High School, courses may be taken at Berlin High School's Career & Technical Education program. Berlin High School's Career & Technical Education program can help expand a student's educational opportunities during their junior and senior years. Alternate learning opportunities are also available through the White Mountains Community College, Granite State College, distance learning, and our school-to-career program. The 4x4 modified block schedule will also allow a diversity of educational experiences to help prepare all students for life after Gorham High School.

# WHY DO I HAVE TO TAKE THESE REQUIRED CLASSES?

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The academic rigor of your high school courses is a very important factor in the college admission process. College admission officers see your high school course schedule as a blueprint of your education and an indication of how you are challenging yourself. They want to see a solid foundation of learning that can be built on in college. Students entering the work force immediately upon high school graduation need the same level of skills and knowledge as students entering college.

To create that foundation, take at least four solid academic classes every semester. Challenging yourself is part of what makes school enjoyable if you have a firm grasp on fundamentals. We offer a variety of classes that will meet the varied needs of our students. The following subjects and classes are standard for many schools across the country whether you plan to attend a four-year or two-year college or want to join the military or pursue a career.

1. English - we require you to take English every year to help you improve your writing skills, reading comprehension and vocabulary.
2. Math - you need Math 1, Math 2 to succeed in college and in many careers including the military. Most colleges look for students who have taken at least 4 math credits. The reason for that is: math helps you identify and analyze patterns, develop logic and critical thinking, see relationships and to solve real-world problems. You will need math for your future job!
3. Science - colleges want to see at least 3 years of science classes. Science teaches you to think analytically and to apply theories to reality. More competitive schools will expect at least 4 credits in science courses. Integrated Science A and Integrated Science B (Physical Science), Biology, Chemistry and Physics are recommended.
4. Social Studies - all are required by the State of New Hampshire. We are living in a world increasingly dependent on trade and the economics of other countries. We must also understand the mistakes we have made as a country that have cost the lives of millions of people. Typically colleges look for U.S. History, World History, Economics, Government or Civics (citizenship skills).
5. World Language - solid world language study shows that you have a curiosity of other cultures and regions of the world. Remember college admissions people want to see if you challenged yourself in high school and what can be more difficult than learning another language. Most colleges want to see at least 3 credits in one consecutive world language. Gorham High School strongly recommends at least 1 credit for all students.
6. The Arts - research indicates that students who participate in fine arts generally do better in school. The arts help you recognize patterns, discern differences and similarities and exercise your mind in unique ways.
7. S.T.E.M. (Computer Literacy/Technology) - technology makes jobs simpler, a worker more productive and everyday tasks easier.
8. Physical Education - sound body, sound mind.

Lastly, please keep in mind that we are not just preparing workers, we are preparing citizens. It is in our own interest, as much as our responsibility, to make sure that all of our students are prepared for the future, whatever it may bring. We encourage you to chart a course for your education that will stretch you and prepare you for life. Your experience at Gorham High School will be whatever you make it to be.

# DIPLOMA TYPES

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Gorham High School graduation requirements provide the opportunity for students to pursue multiple pathways to earn a diploma. Students will have options to pursue areas of interest through expansion of elective credits. Flexibility in course offerings allows for personalized education plans for our students.

Our intention is to challenge each student academically. These new options are designed to better prepare each student for success in college, work and citizenship. Some students, however, may wish to challenge themselves beyond the general curriculum requirements. For these students, G.H.S. will offer an honors with distinction diploma. Commencing with the Class of 2018, students who demonstrate high levels of scholarship through their coursework will graduate with distinction. Students planning on attending highly selective universities or a 4 year college after graduation should aim to graduate with an Academic Honors Diploma. The honors distinction will be noted on both the transcript and the diploma.

Seniors need to declare their intention to graduate with one of the four diploma options that are available no later than December of their senior year so that the school has time to place the appropriate order with our supply company. If a student's diploma intention changes after December, he/she may not receive the correct diploma in time for graduation.

## **Gorham High School Academic Honors Diploma**

30-credit diploma

Students interested in earning an Academic Honors Diploma will need to successfully complete the graduation requirements as outlined below:

1. Must meet state and school requirements as well as complete a Capstone Project with a minimum of 30 hours.
2. Maintain a cumulative weighted Grade Point Average of 90 through 7.5 semesters.
3. Complete 30 credits.
4. Enroll in and earn a combined 10 credits of dual enrollment/A.P. classes. Four of the ten credits must be from A.P. courses.
5. Must sit for the A.P. exams in all perspective courses.
6. Must meet the criteria established in gold tassel/valedictorian for behavior, academic integrity, and attendance expectations.

Students should begin preparing early on in their academic career as it is vital to take the appropriate course load. An application form will need to be signed by student, parents and administration so Ms. Lemoine can verify eligibility toward this goal. Final determination of awarding this type of diploma will take place prior to graduation, based on the student meeting the above criteria.

The Academic Honors Diploma program is designed for students who wish to participate in a comprehensive 4-year advanced academic program resulting in honors graduation. Coursework is available in all grade levels, offering a wide variety of topics and subject matter. These courses provide an opportunity for students to enrich their learning experience, cultivate habits of independent analysis, creativity, collaboration, leadership, and intellectual skills. Success in Running Start courses and Advanced Placement courses can even provide college credit for work done here at Gorham High School.

Transfer students are eligible for an Academic Honors Diploma only if they complete two semesters (one academic year) at Gorham High School and satisfy all other diploma requirements.

**Credits requirements:** The Academic Honors Diploma requires at least 30 credits. Students must receive at least 8 credits/courses in Running Start classes as well as enroll in at least 2 Advanced Placement (A.P.) courses for a total of 4 credits of the 30 required. Completion of a year-long course (i.e., A.P. English Literature) equals 1.75 credit and 0.25 credit for the Outreach class. Students must complete the entire course to receive credit towards the Academic Honors Diploma.

**To qualify:** To earn an Academic Honors Diploma, a student must maintain a 90 or above G.P.A. and complete the necessary credits by choosing courses from the list below. Some classes may have prerequisites. Careful thought in course registration is essential to successfully completing the requirements of the program. Please plan accordingly when making course selections. The student must sit for A.P. exams, have satisfactory attendance and conduct records as determined by the Gold Tassel criterion.

English	5 credits	Reading & Writing; British Literature Level 1, American Literature Honors, World Literature Honors, R.S. College Composition, A.P. English Literature
Math	6 credits	Math 1; Math 2; Math 3; Personal Finance; Precalculus Honors; R.S. Statistics; R.S. Calculus; A.P. Calculus AB
Science	4 credits	Integrated Science (Physical Science); Biology Level 1; Chemistry; R.S. Anatomy & Physiology I; A.P. Chemistry; A.P. Biology; Physics Honors
Social Studies	4 credits	World History; Economics; U.S. History Honors; A.P. U.S. History; N.H. Studies; R.S. Psychology; R.S. Sociology; R.S. 20 <sup>th</sup> Century; R.S. Critical Thinking
S.T.E.M.	1.5 credits	S.T.E.M.; A.P. Computer Science Principles; Intro. to Computer Science; S.T.E.M. Technology; S.T.E.M. Entrepreneur
P.E.	1 credit	2 Physical Education classes
Health	1 credit	Health
Fine Arts	0.5 credit	0.5 credit in any of the following – Art / Band / Chorus
Capstone	0.5 credit	Capstone Honors
Electives	6.5 credits	Highly Recommended: French I, French II, R.S. French III, R.S. French IV
TOTAL	30 credits	

### **Gorham High School Diploma**

27-credit diploma

Students must meet state and school requirements as well as successfully pass a Capstone Project.

### **Gorham High School Career and Technical Diploma**

27-credit diploma

Students must meet state and school requirements, successfully complete a Career-Focused Internship Project, a School-to-Career internship, and complete a 2-year program at B.H.S. in the C.T.E. Program and become certified, if available.

This type of diploma will prepare students for admission into most community colleges or other post-graduate vocational prep programs. It will be recommended that sophomores complete career inventories during their sophomore year to determine the best direction to head towards in their future academic career. This type of diploma will require a minimum of 4 career-technical education credits. The student must also earn the industry-recognized credential if it is provided to them (such as welding, auto, nursing). This is a diploma intended for those students who chose a career-technical focus for their high school career path. Students must complete at least 27 credits which should include a School-to-Career internship.

Course requirements:

- S.T.E.M. Entrepreneurship
- Math 1 required (total 4 credits of math)
- Personal Finance
- Integrated Science (Physical Science)
- Biology
- History courses
- Fine arts (0.5 credit)
- School-to-Career Internship
- Capstone Project
- Minimum 2 years CTE program

**State of New Hampshire Minimum Diploma**

20-credit diploma

Students must meet school and state requirements. Capstone Project is not required.

This option is only available through careful consideration by the Administrative Team, in collaboration with the student and the parent or guardian, when it is evident that the student will not attain the established criteria for a Gorham High School Diploma or the Career Technical Diploma and, as such, is at risk of not completing their high school education. These students will be required to have a career plan/goal in place that includes credit recovery options, vocational training, community-based work experience or Extended Learning Opportunity (E.L.O.). Students may choose this option only after a documented meeting with the high school counselor, administration, and parents at which time all parties have a discussion as to what is best for the future of the student.

Students may apply between June of their junior year and the first full week of the senior's 4th quarter. A letter must be written to the school principal and director of school counseling requesting that this diploma be an option for them and they must state their reasons for that. Administrative approval is required and the determination of extenuating circumstances is at the discretion of the district. Students earning a 20-credit diploma at Gorham High School will be permitted to walk with their class if all requirements are met. Students who earn more than 1.0 credits in credit recovery from Plato will need to receive a 20-credit diploma. Students who want to walk and participate in graduation here at G.H.S. must be enrolled in no less than 2 blocks of their second semester in their senior year courses here at G.H.S. or at B.H.S. Career and Technical Center or 1 course at B.H.S. and 1 here at G.H.S. Students must attend at least one class of their final semester in Gorham High School. This course will be arranged with the director of school counseling.

**Students who do not complete requirements in four years**

Continuous Enrollment: If a student has been enrolled continuously for four years in grades 9-12 but has not accumulated the required number of credits, the student shall be expected to meet the graduation requirements that were in effect upon entrance into ninth grade. Since the student has attended four full years, attendance for the full day will not be required.

Re-enrollment: If a student has re-enrolled after dropping out of school, the requirements depend upon the length of time the student has been out of school. If out of school less than one year, the student would be expected to complete the graduation requirements that were in effect upon entrance into ninth grade. If out of school one year or more, current graduation requirements must be met.



# **GRADUATION REQUIREMENTS**

## **GORHAM HIGH SCHOOL**

### **ACADEMIC HONORS DIPLOMA**

#### **30-CREDIT OPTION**

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**No student may receive a Gorham High School Academic Honors Diploma without having completed the following requirements. The student is required to have the following courses to graduate:**

#### **English**

5.0 credits

Reading & Writing, British Literature Level 1, American Literature Honors, World Literature Honors, R.S. College Composition, A.P. English Literature. Required to take 2 out of these 3 classes – American Literature Honors, World Literature Honors, or A.P. English Literature.

#### **Mathematics**

6.0 credits

Math 1, Math 2, Math 3, Personal Finance, R.S. Precalculus, R.S. Calculus or R.S. Statistics or A.P. Calculus AB

#### **Science**

4.0 credits

Integrated Science (Physical Science), Biology Level 1, Chemistry, R.S. Anatomy & Physiology I or Physics Honors or A.P. Biology or A.P. Chemistry

#### **Social Studies**

4.0 credits

World History, Economics, N.H. Studies, U.S. History Honors, one R.S. class in this discipline or A.P. U.S. History

#### **S.T.E.M. (Computer Literacy/Technology)**

1.5 credits

S.T.E.M. (grade 9) required, Intro to Computer Science, A.P. Computer Science Principles, S.T.E.M. Entrepreneur or S.T.E.M. Tech

#### **Physical Education**

1.0 credit (two 0.5 classes)

#### **Health**

1.0 credit

#### **Fine Arts**

0.5 credit

Art or Music

#### **Capstone Honors Project**

0.5 credit

#### **Electives**

6.5 credits

French I, French II, R.S. French III, R.S. French IV

# **GRADUATION REQUIREMENTS**

## **GORHAM HIGH SCHOOL DIPLOMA**

### **27-CREDIT OPTION**

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**No student may receive a Gorham High School Diploma without having completed the following requirements. The student is required to have the following courses to graduate:**

#### **English**

5.0 credits

Reading & Writing, British Literature, American Literature, World Literature, R.S. College Composition or Senior Paper/Public Speaking

#### **Mathematics**

4.0 credits

Math 1, Math 2, Math 3, Personal Finance

#### **Science**

2.0 credits

Integrated Science (Physical Science), Biology

#### **Social Studies**

3.0 credits

World History, Economics, N.H. Studies, U.S. History

#### **S.T.E.M. (Computer Literacy/Technology)**

1.5 credits

S.T.E.M. (grade 9) required, Intro to Computer Science, A.P. Computer Science Principles, S.T.E.M. Entrepreneur or S.T.E.M. Tech

#### **Physical Education**

1.0 credit (two 0.5 classes)

#### **Health**

1.0 credit

#### **Fine Arts**

0.5 credit

Art or Music

#### **Capstone Project**

0.5 credit

#### **Electives**

8.5 credits

French I is highly recommended\*

\*All students at Gorham High School are encouraged to study French. It is our belief that studying a world language allows students to become more aware of the world, promotes enthusiasm for the language and culture presented, and aids in the development of communication skills. Most colleges

recommend 3 or more years of a consecutive language. Also, studying a world language makes those going into the work force more prepared.

It must be understood that a student who does not acquire 27 passing credits or who fails a required course, will not be allowed to graduate and walk with his/her class in June. This student will not be allowed to participate in the graduation ceremony. Diplomas will be presented to a failing senior upon successful completion of one of the alternatives provided by our Policy for Non-Graduates.

In other matters regarding graduation, the administration reserves the right to review individual cases. Seniors must pass both a Senior Research Paper (Running Start College Composition or Senior Paper and Public Speaking) and a Capstone Project in order to graduate. (School Board Approved 1997.)

# **GRADUATION REQUIREMENTS**

## **GORHAM HIGH SCHOOL**

### **CAREER & TECHNICAL DIPLOMA**

#### **27-CREDIT OPTION**

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**No student may receive a Gorham High School Career & Technical Diploma without having completed the following requirements. The student is required to have the following courses to graduate:**

#### **English**

5.0 credits

Reading & Writing, British Literature, American Literature, Senior Paper/Public Speaking, World Literature

#### **Mathematics**

4.0 credits

Math 1, Math 2, Math 3, Personal Finance, R.S. Precalculus or R.S. Statistics

#### **Science**

2.0 credits

Integrated Science (Physical Science), Biology

#### **Social Studies**

3.0 credits

World History, Economics, N.H. Studies, U.S. History

#### **S.T.E.M. (Computer Literacy/Technology)**

1.5 credits

S.T.E.M. (grade 9) required, Intro to Computer Science, A.P. Computer Science Principles, S.T.E.M. Entrepreneur or S.T.E.M. Tech

#### **Physical Education**

1.0 credit (two 0.5 classes)

#### **Health**

1.0 credit

#### **Fine Arts**

0.5 credit

Art or Music

#### **Capstone Internship Project**

0.5 credit

#### **Electives**

8.5 credits

School-to-Career Internship

Minimum 2 years C.T.E. Program

French I is highly recommended\*

\*All students at Gorham High School are encouraged to study French. It is our belief that studying a world language allows students to become more aware of the world, promotes enthusiasm for the language and culture presented, and aids in the development of communication skills. Most colleges recommend 3 or more years of a consecutive language. Also, studying a world language makes those going into the work force more prepared.

# GRADUATION REQUIREMENTS

## STATE OF NEW HAMPSHIRE

### MINIMUM DIPLOMA

### 20-CREDIT OPTION

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A N.H. state minimum diploma for academic achievement may be awarded to any student who completes the state minimum required units of study as defined by Ed. 306.27(m) but who does not qualify for a G.H.S. diploma as designated. Students seeking this diploma must submit a formal request in writing to the building principal and director of school counseling no later than the end of the first week of the senior's 4<sup>th</sup> quarter. This letter must be signed by the student and parents/guardians. The administration must approve the request prior to awarding the 20-credit diploma.

**No student may receive a State Minimum Diploma from Gorham High School without having completed the following requirements. The student is required to have the following courses to graduate:**

**English**

4.0 credits

**Mathematics**

3.0 credits

Algebra I

**Science**

2.0 credits

Integrated Science (Physical Science), Biology

**Social Studies**

2.5 credits

World History, Economics, N.H. Studies, U.S. History

**S.T.E.M. (Computer Literacy/Technology)**

0.5 credit

**Physical Education**

1.0 credit

**Health**

0.5 credit

**Fine Arts**

0.5 credit

Art or Music

**Electives**

6.0 credits

It must be understood that a student who does not acquire 20 passing credits or who fails a required course, will not be allowed to graduate with his/her class in June. This student will not be allowed to participate in the graduation ceremony. Diplomas will be presented to a failing senior upon successful completion of one of the alternatives provided by our Policy for Non-Graduates.

In other matters regarding graduation, the administration reserves the right to review individual cases.

### Conditions

- Students seeking this diploma must submit a formal request in writing to the building principal and director of school counseling no later than the end of the first week of the senior's 4<sup>th</sup> quarter. This letter must be signed by the student and parents/guardians. The administration must approve the request prior to awarding the 20-credit diploma.
- It is possible for a student to take advantage of the 20-credit option and still enroll in a Berlin High School Career & Technical Education two-year program by remaining enrolled as a full-time student at Gorham High School through his/her senior year.
- Valedictorian and Salutatorian honors will only be granted to students receiving a 27-credit Gorham High School diploma.
- Students opting for the 20-credit diploma will not be eligible for Gold Tassel recognition.

This option is only available through careful consideration by the Administrative Team, in collaboration with the student and the parent or guardian, when it is evident that the student will not attain the established criteria for a Gorham High School Diploma or the Career & Technical Diploma and, as such, is at risk of not completing their high school education. These students will be required to have a career plan/goal in place that includes credit recovery options, vocational training, community-based work experience or Extended Learning Opportunity (E.L.O.). Students may choose this option only after a documented meeting with the high school counselor, administration, and parents at which time all parties have a discussion as to what is best for the future of the student.

Students may apply between June of their junior year and the first full week of the senior's 4<sup>th</sup> quarter. A letter must be written to the school principal and director of school counseling requesting that this diploma be an option for them and they must state their reasons for that. Administrative approval is required and the determination of extenuating circumstances is at the discretion of the district. Students earning a 20-credit diploma at Gorham High School will be permitted to walk with their class if all requirements are met. Students who earn more than 1.0 credits in credit recovery from Plato will need to receive a 20-credit diploma. Students who want to walk and participate in graduation here at G.H.S. must be enrolled in no less than 2 blocks of their second semester in their senior year courses here at G.H.S. or at B.H.S. Career and Technical Center or 1 course at B.H.S. and 1 here at G.H.S. Students must attend at least one class of their final semester in Gorham High School. This course will be arranged with the director of school counseling.



# CLUBS, ACTIVITIES & SPORTS

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## Clubs & Activities

Art Club  
Cabaret  
Chess Club  
Future Business Leaders of America (F.B.L.A.)  
Gorham Players  
Homecoming  
Humanitarian Group  
Inspire Group  
Intersession  
Leaders in Prevention (L.I.P.)/Community Service  
Life of a Husky  
Math Honor Society  
National Honor Society  
National Jr. Honor Society  
Peer Tutoring  
Student Council  
Talent Show  
Winter Carnival  
Yearbook  
Youth Leadership Through Adventure (Y.L.T.A.)

## Sports

Alpine Skiing  
Baseball  
Basketball – Girls and Boys  
Cross Country Running  
Football (regional)  
Golf  
Hockey – Girls and Boys  
Soccer – Girls and Boys  
Softball

# ACADEMIC PROGRAM VARIATIONS, ENRICHMENT AND SUPPORT

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Gorham High School encourages learning in multiple settings. In certain situations students are allowed to create academic programs which take into consideration their unique educational and career goals, special interests and abilities, and their desire to successfully complete all graduation requirements. Requests for adjustments or modifications in programs may be made with permission of parents, administration, and consultation with the director of school counseling.

Requests of this type must be 1) put in writing and submitted to the director of school counseling, 2) discussed with appropriate teachers, and 3) presented to the administration for final approval.

## PHILOSOPHY OF CURRICULAR OFFERINGS

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Gorham High School promotes the intellectual growth of our students by having students, teachers and parents work together to place students in appropriately-challenging courses. Students are expected to seek excellence in academics and to be responsible toward themselves and others. Course selection should reflect preparation for post-secondary choices as well as provide an opportunity for personal development.

Placement in classes will be determined by grades, test scores, and teacher recommendation. Students should not register for courses for which they are not prepared. It is very important to understand that each course begins at an expected level of student ability and performance. Students are also reminded that once the class begins, a level change may be difficult to make due to the level of missing work to be made up.

A description of course levels and a rubric with level expectations follows.

**LEVEL 1** courses focus on critical thinking and higher order thinking skills to a greater degree and frequency than those courses at other levels. Positive attitudes, exemplary work habits, and habitual completion of short and long-range assignments are essential for both acceptance and continuance in these courses. A student's grade will be based almost exclusively on mastery of complex information, processes and skills, with little weight given for the individual effort required to meet the standards. These courses prepare students for all post-secondary educational choices, including competitive colleges and the military.

**LEVEL 2** courses require students to exhibit positive work habits and attitudes. Students are also expected to complete nightly homework on short-range or long-range assignments. Students' grades will be determined by mastery of information, development of skills, effort, and improvement over time. These courses prepare students for a wide range of post-secondary educational options, including self-employment, military, apprenticeships, career and technical education, and four-year colleges.

**LEVEL 3** courses emphasize concepts and focus on the development of fundamental skills. Work habits and attitudes are valued as part of daily classroom behavior. Homework is given. Prior to the end of class, students will be given ample time to practice and reinforce the skills/concepts taught in class with individualized teacher attention where needed. Students' grades are based on their mastery of specified information and skills, plus the effort which is put forth on a consistent basis. Student/teacher ratio will be low to encourage/enhance learner success. These courses prepare students for a wide range of post-secondary educational options, including self-employment, military, apprenticeships, career and technical education, and four-year colleges.

**OPEN ELECTIVE** courses, as the name implies, are open to all students at identified grade levels. Any student interested in taking such courses should be encouraged to do so. The departments offering the courses assume responsibility for ensuring that the expectations placed on students in these courses will be differentiated in ways that will enable students of all abilities and achievement levels to be successful.

**HONORS** courses are for Grades 11 and 12 students and are intended for those students who are successful in Level 1 and 2 courses. These courses exist in only certain subject areas and grade levels and are among the most challenging courses in the curriculum.

**ADVANCED PLACEMENT** courses set expectations for student performance at a level comparable to the college freshmen level. Students should be able to work independently, be able to exchange their views with others in a productive manner, and be able to complete research papers and long-range assignments. The program is operated by The College Board which defines course curriculum and administers a national standardized examination for each course that all students will be encouraged to take.

**RUNNING START** courses are a cooperative effort between Gorham High School and the White Mountains Community College in Berlin that allows our students to earn college credits (cost is \$150) for their work. These credits are transferable to colleges and universities from around New England. Teachers and the course syllabi set expectations for student performance at a level comparable to the college freshmen level. Students should be able to work independently, be able to exchange their views with others in a productive manner, and be able to complete research papers and long-range assignments if they wish to enroll in a Running Start course. Students must pass a course with a grade of C or better in order for the colleges to accept it. At the completion of the course, the student must fill out a release of records form from W.M.C.C. so that his/her credits can be transferred. Estart classes are also available through V.L.A.C.S./S.N.H.U.

**CAREER & TECHNICAL EDUCATION** courses are offered at Berlin High School, a local high school 7 miles north of Gorham. They are one of the regional C.T.E. centers in N.H. As a designated center, they must comply with standards set by the Department of Education. The courses are organized around labs that are designed to simulate actual workplace environments. Students use state-of-the-art equipment and perform tasks that are aligned with industry standards. The C.T.E. program prepares students for two things: 1. to enter a two- or four-year college program; and 2. to enter the job market with skills in a specific career area. Students are encouraged to enroll in programs based on career goals and interests. Grades in all courses are based on the demonstration of skills, quality of work, attitude, tests, quizzes, and attendance.

### LEVEL EXPECTATIONS - GRADES 9 AND 10

Criteria	Course Level 1	Course Level 2	Course Level 3
<b>Expectations of the Student</b>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>Think critically</li> <li>Understand abstract concepts</li> <li>Learn independently with some modeling</li> <li>Read quickly with solid comprehension of main concepts</li> </ul> <p>The commitment to:</p> <ul style="list-style-type: none"> <li>Sustain quality performance for the entire year</li> <li>Actively participate in class</li> </ul> <p>The motivation and interest to:</p> <ul style="list-style-type: none"> <li>Engage challenging course material</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>Progress towards reading and writing at grade level</li> <li>Gradually become an independent learner</li> <li>Follow directions and take notes</li> <li>Participate in discussions</li> </ul> <p>The commitment to:</p> <ul style="list-style-type: none"> <li>Come to class prepared to participate</li> <li>Sustained effort toward skill improvement</li> <li>Respect others' contributions</li> </ul> <p>The motivation and interest to:</p> <ul style="list-style-type: none"> <li>Adopt organizational skills</li> <li>Ask questions and seek extra help when confused</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>Progress towards reading at grade level</li> <li>Listen attentively</li> <li>Follow directions</li> <li>Participate in discussions</li> <li>Learn the subject material</li> </ul> <p>The commitment to:</p> <ul style="list-style-type: none"> <li>Come to class prepared to learn</li> <li>Respect the ideas of others</li> </ul> <p>The motivation and interest to:</p> <ul style="list-style-type: none"> <li>Ask for and accept assistance</li> </ul>
<b>Homework/Classwork Expectations</b>	<ul style="list-style-type: none"> <li>Homework is assigned over weekends</li> <li>Daily homework is assigned</li> <li>Long-and short-term projects</li> </ul>	<ul style="list-style-type: none"> <li>Homework is assigned over weekends</li> <li>Daily homework is assigned</li> <li>Many more short-term projects than long-term projects</li> </ul>	<ul style="list-style-type: none"> <li>Homework can be assigned</li> <li>Mostly short-term projects, but some departments include long-term projects</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Students are assessed both on content knowledge <b>and</b> on skills of communication critical thinking</li> <li>Students are assessed frequently throughout the term</li> <li>Students are assessed on a variety of outcomes, e.g. homework, quizzes, tests, oral presentations, short-and long-term writing assignments, lab reports, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses on comprehension, and some application, more than analysis, synthesis or evaluation</li> <li>Students are assessed on a variety of outcomes, e.g. homework assignments, quizzes, unit tests, oral presentations, short-and long-term projects, lab reports, papers, etc.</li> <li>All longer assignments will have "check points"</li> <li>Frequent assessments include daily or weekly quizzes, monthly tests, etc.</li> <li>Teacher often uses oral "quick-checks" for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Focuses on knowledge of subject</li> <li>Students are assessed on a variety of outcomes, e.g. homework assignments, quizzes, unit tests, oral presentations, and projects</li> <li>Teacher checks for skills</li> <li>Frequent assessments include daily or weekly quizzes, tests, etc.</li> <li>Teacher often uses oral "quick-checks" for understanding</li> </ul>
<b>Pacing</b>	<ul style="list-style-type: none"> <li>The course is rigorous and, therefore, fast-paced to cover the curriculum of study</li> <li>Students are expected to master the material at key points during the year, but the pace may vary depending upon the level of abilities in any given class</li> </ul>	<ul style="list-style-type: none"> <li>Pace varies in an attempt to balance the breadth of the curriculum with the level of student ability represented in the class</li> <li>Pace varies with specific assignments</li> </ul>	<ul style="list-style-type: none"> <li>Pace is determined primarily by the level of student ability represented in the class</li> <li>Pace varies with specific assignments</li> </ul>
<b>Level of Independence</b>	<ul style="list-style-type: none"> <li>Course is directed primarily by the teacher, but students are expected to do independent work</li> </ul>	<ul style="list-style-type: none"> <li>Course is directed primarily by the teacher</li> <li>Students can expect significant instruction, modeling, and guidance towards gradual independence</li> </ul>	<ul style="list-style-type: none"> <li>Students can expect teacher support</li> </ul>

# LEVEL EXPECTATIONS - GRADES 11 AND 12

Criteria	Honors-AP-Running Start	Course Level 1	Course Level 2
<b>Expectations of the Student</b>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>Think critically</li> <li>Analyze abstract concepts</li> <li>Learn independently</li> <li>Read quickly with significant comprehension of concepts and supporting facts</li> </ul> <p>The commitment to:</p> <ul style="list-style-type: none"> <li>Sustain outstanding performance for the entire year</li> <li>Actively participate in class</li> <li>Intellectual curiosity</li> </ul> <p>The motivation and interest to:</p> <ul style="list-style-type: none"> <li>Master challenging course material</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>Progress towards reading and writing at grade level</li> <li>Gradually become an independent learner</li> <li>Follow directions and take notes</li> <li>Participate in discussions</li> <li>Think critically</li> <li>Analyze abstract concepts</li> </ul> <p>The commitment to:</p> <ul style="list-style-type: none"> <li>Come to class prepared to participate</li> <li>Sustained effort toward skill improvement</li> <li>Respect others' contributions</li> </ul> <p>The motivation and interest to:</p> <ul style="list-style-type: none"> <li>Engage in challenging course material</li> <li>Ask questions and seek extra help when confused</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>Progress towards reading at grade level</li> <li>Listen attentively</li> <li>Follow directions</li> <li>Participate in discussions</li> <li>Learn the subject material</li> </ul> <p>The commitment to:</p> <ul style="list-style-type: none"> <li>Come to class prepared to learn</li> <li>Respect the ideas of others</li> </ul> <p>The motivation and interest to:</p> <ul style="list-style-type: none"> <li>Ask for and accept assistance</li> </ul>
<b>Course Expectations</b>	<ul style="list-style-type: none"> <li>Students are expected to take the AP exam</li> <li>Homework is often assigned over weekends, vacations and summer</li> <li>Daily reading, assignments are substantial</li> <li>Simultaneous long-and short-term projects</li> </ul>	<ul style="list-style-type: none"> <li>Homework is assigned over weekends</li> <li>Daily homework is assigned</li> <li>Many more short-term projects than long-term projects</li> </ul>	<ul style="list-style-type: none"> <li>Homework can be assigned</li> <li>Mostly short-term projects, but some departments include long-term projects</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Students are asked to apply a significant body of content knowledge to specific problems or open-ended questions</li> <li>Students are assessed both on content knowledge <u>and</u> on skills of communication and critical thinking</li> <li>Students are assessed frequently throughout the term</li> <li>Students are assessed on a variety of outcomes, e.g. homework, quizzes, tests, oral presentations, short- and long-term writing assignments, lab reports, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses on comprehension, and some application, more than analysis, synthesis or evaluation</li> <li>Students are assessed on a variety of outcomes, e.g. homework assignments, quizzes, unit tests, oral presentations, short-and long-term projects, lab reports, papers, etc.</li> <li>All longer assignments will have "check points"</li> <li>Frequent assessments include daily or weekly quizzes, monthly tests, etc.</li> <li>Teacher often uses oral "quick-checks" for understanding</li> </ul>	<ul style="list-style-type: none"> <li>Focuses on knowledge of subject</li> <li>Students are assessed on a variety of outcomes, e.g. homework assignments, quizzes, unit tests, oral presentations, and projects</li> <li>Teacher checks for skills</li> <li>Frequent assessments include daily or weekly quizzes, tests, etc.</li> <li>Teacher often uses oral "quick-checks" for understanding</li> </ul>
<b>Pacing</b>	<ul style="list-style-type: none"> <li>The material of the AP course must be covered in what amounts to <math>\frac{3}{4}</math> of an academic year; the course, therefore, moves quickly</li> <li>Students are expected to <u>master</u> the material at key points during the year, and the class does <u>not</u> adjust pace for the few students who achieve that mastery in a longer time period</li> <li>There is a little significant differentiation in instruction for varying learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Pace varies in an attempt to balance the breadth of the curriculum with the level of student ability represented in the class</li> <li>Pace varies with specific assignments</li> <li>Students are expected to master the material</li> </ul>	<ul style="list-style-type: none"> <li>Pace is determined primarily by the level of student ability represented in the class</li> <li>Pace varies with specific assignments</li> </ul>
<b>Level of Independence</b>	<ul style="list-style-type: none"> <li>Course is directed primarily by the teacher, students must do independent work</li> <li>Students and teacher increasingly become partners in the learning process</li> </ul>	<ul style="list-style-type: none"> <li>Course is directed primarily by the teacher</li> <li>Students can expect significant instruction, modeling, and guidance towards independence</li> </ul>	<ul style="list-style-type: none"> <li>Students can expect teacher support</li> </ul>

# NEW HAMPSHIRE STATE SCHOLARS

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The N.H. State Scholars program is designed to encourage and recognize students who achieve a rigorous course of study while in high school. This is a Federal grant-funded program developed and administered through a partnership between the N.H. College and University Council, the N.H. Forum on the Future, the N.H. Department of Education, and the National State Scholars Initiative Network.

If students have completed the specific courses needed, they will be recognized as a New Hampshire Scholar by the State in May of their senior year. We will recognize these seniors on Class Day with a gold medallion, which will be worn at graduation. Seniors who are Pell grant eligible in the college financial aid process may also receive a higher grant due to being a State Scholar.

The N.H. State Scholars program encourages and motivates all high school students to complete a rigorous course of study throughout their four-year high school career. The program is designed to prepare students for a competitive job market and admission to college or technical training. The N.H. Scholars Initiative is designed around two concepts: 1) Students complete a core course of study in high school, and 2) High schools partner with businesses in the community for mentoring, job shadowing, and internship opportunities. Students who are interested in the N.H. State Scholars program should speak to their guidance counselor.

N.H. Scholars agree to the following series of courses:

## Core Course of Study

English: Reading & Writing, British Literature, American Literature, World Literature

Mathematics: Math 1, Math 2, Math 3 and 1 more math credit

Science: Biology and two more labs – Chemistry, Physics, or Anatomy & Physiology

Social Studies: World History, Civics, Economics, U.S. History, N.H. Studies

Modern Languages (2 credits of a language other than English)

Students can keep the N.H. Scholars core course of study in mind when planning their course of study and selecting classes each year. At the conclusion of high school, students who have met the N.H. Scholars requirements will be recognized in the following ways:

- Invitation to the N.H. Scholars recognition ceremony at Delta Dental Stadium in Manchester, N.H.;
- Recognition at the G.H.S. Class Day ceremony and presentation of the N.H. Scholar medallion to be worn at graduation;
- N.H. Scholar designation on the G.H.S. diploma and transcript

Benefits of being a N.H. State Scholar:

- Advanced preparation for college
- Learn decision-making and critical thinking skills necessary for work
- Training/mentoring from potential employers
- Recognition as a State Scholar at Class Day and Graduation ceremonies
- Designation as a State Scholar on the high school transcript and diploma

For more information about the N.H. State Scholars program, please go to [www.nhscholars.org](http://www.nhscholars.org).



## New Hampshire Scholars Initiative Pathways

### NH Scholars

- 4 years of English
- 4 years of Math  
(inc. Alg I & II, Geometry, and 1 other competency)
- 3 years of Lab-Science  
(including 3 years of Labs chosen from Bio, Chem, Physics, A&P, etc)
- 3 ½ years of Social Science  
(i.e. U.S. History, Gov't, Geography, Psychology, Financial Literacy, Business, Marketing, etc)
- 2 years of a Foreign Language
- Encourage students/high schools to seek experiential learning opportunities and community partnerships/business mentorships



[www.NHScholars.org](http://www.NHScholars.org)

### NH Scholars w/ STEM Emphasis

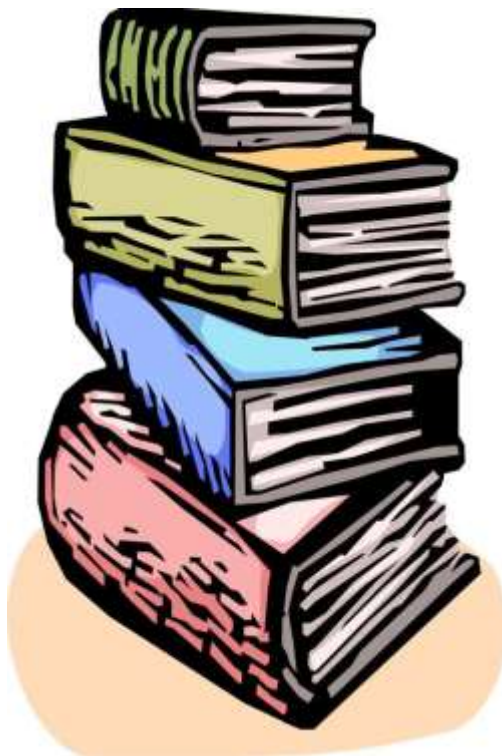
- 4 years of English
- 4 years of Math  
(inc. Alg I & II, Geometry, and 1 other competency)
- 4 years of Science (including 3 labs)  
(3 years of Labs chosen from Bio, Chem, Physics, A&P, Pre-Engineering, Computer Science, Health Science, etc)
- 3 ½ years of Social Science  
(i.e. U.S. History, Gov't, Geography, Psychology, Financial Literacy, Business, Marketing, etc)
- 2 years of a Foreign Language
- 1 year (or more) chosen from Technology, Engineering, Computers, Advanced Manufacturing, etc.
- Minimum 3.2 GPA (4.0 scale)
- Encourage students/high schools to seek experiential learning opportunities and community partnerships

### NH Scholars w/ Arts Emphasis

- 4 years of English
- 4 years of Math  
(inc. Alg I & II, Geometry, and 1 other competency)
- 3 years of Lab-Science  
(including 3 years of Labs chosen from Bio, Chem, Physics, A&P, etc)
- 3 ½ years of Social Science  
(i.e. U.S. History, Gov't, Geography, Psychology, Financial Literacy, Business, Marketing, etc)
- 2 years of a Foreign Language
- 2 years chosen from Visual Arts, Fine Arts, Performing Arts, Music, Graphic Design, etc.
- Minimum 3.2 GPA (4.0 scale)
- Encourage students/high schools to seek experiential learning opportunities and community partnerships/business mentorships



# SCHEDULING



# TEACHER RECOMMENDATIONS/OVERRIDES

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Teachers recommend the appropriate course selection for students. Experience has confirmed our belief that a student's current teacher is the most qualified person to make this recommendation based not only on the student's performances, but also on the teacher's evaluation of the student's potential and ability. G.H.S. teachers have listed the prerequisites for their classes. This must be followed. Also, the expectation is that students who wish to enroll in a higher level course must have achieved in the 65<sup>th</sup> percentile of the N.W.E.A. assessment in the subject area of choice in order to enroll in the higher level class.

## ADD/DROP PROCEDURE

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All students must carry a minimum of four classes per semester. However, because of the amount of skinnies they are enrolled in, freshmen must carry a minimum of seven classes per semester. In the event that students wish to change a class or level, the following procedure must be used. All changes are dependent upon available seats in the class and permission from the teacher and administration. Until the director of school counseling makes the official change (after a note or schedule change form signed by the parent), the student must attend their original scheduled class.

In order to support all students at Gorham High School we must have accurate planning for teaching schedules and classroom assignments. Administration reserves the right to add or remove course offerings due to staffing concerns. Students will be given a copy of their schedules prior to the beginning of the school year.

If students initiate a schedule change during the first five days of the class, it must be for one of the following reasons:

- You have been scheduled for the wrong level of a class.
- Your schedule is missing a class period.
- Your schedule is missing a class that you are sure you requested.
- You are scheduled for a class that you did not request.
- You have been scheduled for a class that you already passed.
- You have a documented medical excuse valid for a class for which you have been scheduled.

All students must complete schedule changes prior to the start of the 2018-2019 school year. At times, teachers/administration may request a schedule change due to a level misplacement. If a class is dropped, it is expected that another academic course will be added. Students changing classes are responsible for making up any work that has already been covered in class. Courses dropped after the fifth class day will be noted on transcripts with a grade of WP (withdrew passing) or WF (withdrew failing).

- The grade will be noted along with the appropriate withdrawal code.
- No credit will be given for any courses dropped.
- No course that is a graduation requirement will be dropped without written consent of the parent, director of school counseling, and the building principal.

In an effort to improve the organization and efficiency of the school counseling office, as well as balance the needs of both students and staff, the following policy has been developed in regards to schedule changes. Please read these guidelines carefully **BEFORE** approaching your counselor and asking that your schedule be changed.

Requests outside of this policy will be addressed with Ms. Lemoine and Mr. Backler.

# AUDIT PROCEDURE

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The reasons for auditing a course would be to improve a student's preparation for the next sequential course, to determine interest for further study, or to experiment in various area of the high school curriculum.

1. A student auditing a course will have their work evaluated but will not receive credit for the course. It will, however, show on the student's transcript as having been audited (AU). The grade will not impact the student's G.P.A.
2. The student may not have previously taken the course.
3. Auditing a course means that the student is expected to attend every class, complete all assigned work, and take all exams along with other students. Upon the recommendation of the teacher, excessive absences or a lack of effort on the part of the student will result in the student being dropped from the class and the course being removed from the student's transcript.
4. The student must decide to audit the course before the beginning of the semester or during the drop/add time. If it is after the drop/add period, administration will have to approve a request for this type of opportunity. After choosing to audit a course a student may not later decide to change his/her mind and expect credit for the course.
5. If the teacher feels the student has not met the expectations, a withdraw fail (WF) symbol will be awarded instead.

The student must meet with the director of school counseling prior to the first five days of a new class and complete a Class Audit Request Form which will require the approval from the teacher, the director of school counseling, the parent, and the school principal. These forms are available in the guidance office or on the school's website.

## Class Audit Request Form

The student applying to audit a class must meet with the director of school counseling prior to the first five days of the class. Schedules will not be altered to accommodate an audit request. The director of school counseling will notify the student of approval and provide an updated schedule.

Student Name: \_\_\_\_\_

Course Name: \_\_\_\_\_ Semester/Quarter \_\_\_\_\_

*I choose to audit the course above for the specified semester/quarter indicated.*

*I understand...*

- 1. No credit is given for an audited course and it is not factored into G.P.A./class rank. An "AU" will appear on my report card and transcript.*
- 2. I must attend class, participate in class activities, and complete all assignments and tests.*
- 3. I have not taken this class before.*
- 3. The audited class cannot be taken for credit at a later date.*
- 4. The add/drop guidelines will be followed for dropping an audited class.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director of School Counseling Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

This request has been:

\_\_\_\_\_ approved \_\_\_\_\_ not approved

Reason Denied: \_\_\_\_\_

## **COURSE WITHDRAWAL PENALTY**

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Students are not allowed to drop a course at G.H.S. after the first five days of the beginning of the course. If a student is withdrawn after the five day period, a withdraw failure (WF) symbol is noted as the grade, and the course is counted as a course attempted with no quality points earned. This action will result in a lower G.P.A. for the student. Please keep in mind that Running Start courses and Estart courses through V.L.A.C.S. will carry more significant consequences because these courses begin establishing your college G.P.A. A failing grade will play a large role.

## **CREDIT FOR MIDDLE SCHOOL WORK**

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Students will be granted high school credit when enrolled as a middle school student only if the student has successfully completed a high school course based on Gorham Randolph Shelburne Cooperative School District and the State of New Hampshire standards. Documentation will be required.

If a grade was assigned, it will be listed on the high school transcript, as well as a credit will be awarded, but it will not be factored into the G.P.A. calculation. Students will still be required to take the required high school credits in high school after 8<sup>th</sup> grade.

For courses from another district to count for high school credit at Gorham High School, they must already be on a student's high school transcript when they transfer in or the transferring student/family must provide verification of existing policy allowing this credit in their previous district.

## **FAILURE OF A PREREQUISITE CLASS**

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A course that has a prerequisite may not be taken until the prerequisite has been successfully completed or competency has been demonstrated.

# GRADING



# GRADING SYSTEM

Report cards are issued after each marking period (four times during the school year). Marks are recorded by number grades, which indicate the scholastic achievement of the student.

<b>A = 90 – 100</b>	<b>P = Passing</b>
<b>B = 80 – 89</b>	<b>F = Failure</b>
<b>C = 70 – 79</b>	<b>Inc = Incomplete</b>
<b>D = 65 – 69</b>	<b>Below 65 is a failure</b>

**No grade higher than 100 will be entered onto the report card or transcript (i.e., no extra credit over 100%).**

Course credits are earned at the completion of the course. The final average quarter grade is determined by the quarter grade and the final exam grade. The final average semester grade is determined by the two quarter grades and the semester final exam grade. Credit in year-long courses is earned at the end of the full year by averaging each quarter grade, mid-term grades if applicable, and final exam grades. In order for high school students to earn Running Start college credits, he/she must attain a grade of C (75) or better.

Course audits (a grade of AU) may be given if a student attends a class with no expectation of receiving credit. A student who transfers late into the semester or who wishes to review content of a course may choose to audit. The student and parent will be asked to sign a statement at the time. Principal, teacher and director of school counseling permission is required.

## INCOMPLETE GRADES

A teacher may give a grade of "incomplete (I)" during the course of the school year if, in the teacher's professional judgment, an extension of the time to complete course expectations is appropriate due to extenuating circumstance such as a documented illness or a death in the immediate family.

If you receive an incomplete grade for a marking period, you have a maximum of ten (10) school days from the start of the new term to make up the work, except under special circumstances approved by the principal. A student is responsible to meet with the instructor, complete any missing assignments and/or make up any tests in order to obtain a final grade. All final average grades will be a numeric number; an incomplete cannot be a final grade.

## GRADE POINT AVERAGE (G.P.A.) & CLASS RANK

Cumulative grade point average is used primarily to determine class ranking for seniors. The formula used in determining cumulative grade point average is as follows:

$$\frac{\text{the sum of (grade x weight x course credit) for each class}}{\text{total credits attempted}}$$

Report cards show the scores earned in each course without weighting. Raw unweighted grades are used in determining if a student qualifies for honor roll status each quarter. Weighting of courses is

done only for grade point averaging/class ranking, and is reflected only in the cumulative G.P.A. on the student's transcript. Transcripts that are sent to colleges list the courses attempted, whether a course is advanced placement, honors or post-secondary preparation, the final numerical average for each course, and the credits earned. It also shows the weighted cumulative G.P.A. and the class ranking for each student.

## HONOR CERTIFICATES

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Honor certificates are awarded each marking period to students with an academic average of 85 or above and students must be enrolled in a minimum of three (3) courses each marking period. Any student who receives a grade below 80 during a marking period will not be eligible for honor roll recognition for that quarter. Students will also be awarded high honors certificates if their grades average 93 or above with no grade below 90 during the marking period. The grade average is not rounded up to the next whole number (example: 84.75 will not round up to 85).

If a student receives an incomplete (I) in any class including online classes, honor roll will not be computed until the incomplete grade has been entered. Online classes (V.L.A.C.S., E.L.O., Plato) cannot be used in honor roll computation.

To avoid any confusion and/or misconceptions regarding the policy for determining honors for graduation, the minimum weighted grade required will be:

- 90+ weighted = Honors
- 95+ weighted = High Honors
- 100+ weighted = Highest Honors

## GOLD TASSEL

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Seniors who have earned an overall weighted G.P.A. of 90 or above cumulatively at the end of the third quarter and **receive no weighted grade lower than an 85 on 4th quarter progress reports** of that graduating year will be considered "gold tassel potential recipients." Only courses with final averages (9-week classes, as well as the A.P. portion of an A.P. course) will be included in the third quarter cumulative average. At the graduation ceremony, gold tassel recipients will march in the front of their peers in alphabetical order after the Valedictorian and Salutatorian and before those who have not earned a gold tassel. They also receive a gold tassel to wear at graduation.

- **Potential recipients will have a disciplinary record that is free from major transgressions especially those involving academic dishonesty.**
- **Potential recipients will have a school attendance record that is free from excessive unexcused absences or tardies.**
- **In order to be considered for Valedictorian or Salutatorian a student must first meet the Gold Tassel criteria.**
- **Extenuating circumstances will be handled on an individual basis by administration and the school counseling department.**
- **The Gold Tassel ceremony will be held after reviewing 4th quarter progress reports.**



# GRADUATION WITH ACADEMIC DISTINCTION

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Three categories are awarded for superior scholarship in work leading to a high school diploma. This honor, based upon graduation G.P.A., becomes part of the official record, is awarded upon graduation and will appear on the final transcript and high school diploma of the recipient.

Commencing with 2018, the following special graduation titles will be awarded at graduation to any student who meets one of the following sets of criteria:

Cum Laude: Distinction is "graduating with honors." To qualify to graduate with Cum Laude distinction, a graduate must achieve a cumulative weighted G.P.A. of 90 or higher.

Magna Cum Laude: Distinction is "graduating with great honors." To qualify to graduate with Magna Cum Laude distinction, a graduate must achieve a cumulative weighted G.P.A. of 95 or higher.

Summa Cum Laude: Distinction is "graduating with highest honors." To qualify to graduate with Summa Cum Laude distinction, a graduate must achieve a cumulative weighted G.P.A. of 100 or higher.

## VALEDICTORIAN & SALUTATORIAN RECOGNITION

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At the end of the third quarter of that graduation year and after reviewing 4<sup>th</sup> quarter progress reports, Valedictorian and Salutarian determinations are made. The student with the highest class ranking, as determined by weighted cumulative average, will be recognized as Valedictorian. The student with the second highest class ranking, as determined by weighted cumulative average, will be recognized as Salutarian. Only courses with final averages (9-week classes, as well as the A.P. portion of an A.P. course) will be included in the third quarter cumulative average. The cumulative average will be calculated to four decimal places. Both Valedictorian and Salutarian will be asked to speak at graduation. Copies of their speeches must be submitted to the senior advisor, Ms. Lemoine, a week before graduation.

In the event of an exact G.P.A., Co-Valedictorian or Co-Salutarian may be awarded by administration.

Valedictorian and Salutarian will be determined at the end of the third quarter of their senior year and after reviewing 4<sup>th</sup> quarter progress reports. The announcement will be made at the Gold Tassel ceremony in mid-May.

- Must meet the Gold Tassel criteria.
- These students will have completed 7 semesters of high school study based on a four year high school program.
- Have to be enrolled at G.H.S. for four consecutive semesters to be considered.
- Earned an overall weighted G.P.A. of 90 or above cumulatively at the end of the third quarter and receive no weighted grade lower than an 85 on 4<sup>th</sup> quarter progress reports of that graduating year.
- Have a disciplinary record that is free from major transgressions especially those involving academic dishonesty.
- Have a school attendance record that is free from excessive unexcused absences or tardies.

# GRADUATION CEREMONY

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Every student who meets the requirements for either a G.H.S. Academic Honors (30-credit) diploma, G.H.S. (27-credit) diploma, G.H.S. Career & Technical (27-credit) diploma, State of N.H. (20-credit) diploma, certificate of attendance or certificate of completion shall be eligible to participate in only one G.H.S. graduation ceremony. A student's year of graduation determines the ceremony in which he/she will participate in.

## PARTICIPATION IN THE GRADUATION CEREMONY

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To participate in the graduation ceremony, a student must complete all of the requirements for graduation by the last scheduled day of classes (usually one week prior to the graduation ceremony) and abide by the senior contract requirements. Students who need to complete work beyond this date may graduate by the end of the school year or through participation in an approved administrative alternative program but will not be eligible to participate in the graduation ceremony.

## GRADUATION REQUIREMENTS

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To qualify for a G.H.S. diploma, students must successfully complete the graduation requirements for the diploma option they choose (30-credit or 27-credit) or if they requested the 20-credit diploma. Students transferring into G.H.S. after the completion of their junior year, must meet the credit requirements of their most recent high school or of G.H.S., whichever is greater. Students in home education programs must earn at least half their credits in classes at G.H.S. to earn a G.H.S. diploma.

## EARLY GRADUATION

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Although we encourage students to take advantage of attending all four years, we understand that at times this is not possible. Gorham High School early graduation is a means to earn a high school diploma if a situation arises and the proper procedures are followed. Parental involvement for students under the age of 18 is required. The high school principal will approve each request after he/she determines with the director of school counseling that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request.

Students are expected to take a normal course load and encouraged to spend four years in meeting the graduation requirements for Gorham High School. Early graduation is not encouraged or recommended. However, if early graduation is desired the following requirements are **mandatory**:

1. Meet all of Gorham High School's requirements.
2. Submit a letter to the building principal, the director of school counseling, and the superintendent of schools a request that is signed from the student and parents by the end of the first week of the 4<sup>th</sup> quarter. A personal interview/meeting must be arranged by the student to include the director of school counseling, the building principal, student, and parents is required.

3. The letter should state the specific reasons for the request for early graduation. Each request is considered on its own merit. The letter should also include the student's postgraduate plans as well as an acknowledgement listing of the courses that he/she still need to meet.
4. A review/listing of all courses taken in high school must be completed to be reviewed prior to the meeting. High school and college level courses, extended learning opportunities, and/or distance learning courses (with prior approval before enrolling in these classes) can be used towards fulfilling graduation requirements. The plan for these requirements will be reviewed.
5. The student must attend school for a minimum of seven (7) semesters or three-and-one-half years.
6. Students must inform the principal and senior class advisor by the end of the first week of the 4<sup>th</sup> quarter if they desire to take part in graduation exercises at the end of the regular school year. Students will have the option to attend commencement exercises in the year they graduate, but they will not have the option of returning to another commencement.
7. Participation in senior activities (trips, picnic, etc.) will be permitted only once and must be with the class they are graduating with.
8. The school board will be notified by the administration of those students who meet the above criteria.
9. Students enrolled in a career and technical education two-year program must complete the program before being considered for early graduation.
10. The high school administration will extend special types of honors recognition to a student who has exemplified superior academic achievement and has chosen to graduate early from Gorham High School. This recognition would be separate from the honors recognition extended to senior graduates of the high school at the graduation ceremony.
11. The class ranking of early graduates will take place at the end of 7 semesters of high school. Early graduates will be ranked in the class with which they entered high school (original year of graduation) and not with the senior class. Class ranking of seniors (weighted/unweighted) will take place at the end of 7.5 semesters of high school.
12. If eligible, Gold Tassel designation will be recognized.
13. Early graduates will not be eligible for Valedictorian/Salutatorian recognition.
14. If eligible, college scholarship opportunities will be offered.

## IMPROVING A GRADE

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If a student is retaking a course to improve a grade, the new grade will show on the transcript and will be figured in the G.P.A. calculation. The old grade will also show; however, the point value will not be calculated.

## CREDIT RECOVERY

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If a student fails a course required for graduation, he/she may retake that course at G.H.S. or they may make up a course by successfully completing the same course in an accredited online school, an accredited high school's summer program, college course, E.L.O., or independent study if it is approved by both the director of school counseling and building principal.

Many courses at Gorham High School follow a sequence and, in these cases, students may not advance to the next course without having successfully completing the prerequisite requirement. We strongly recommend that students who fail a course enroll in a course immediately to remediate their status. Students may enroll after consulting with and receiving authorization from the director of school counseling. Students must meet with the director of school counseling to review their transcript and discuss appropriateness of credit recovery coursework prior to registering for a course. The director of school counseling will determine the most appropriate course of action.

Students who fail a required course for the year may do one of the following:

- Repeat the course at Gorham High School
- Take a V.L.A.C.S./C.C.S.N.H./Plato/E.L.O. course after completing a Credit Recovery Application form. Students must meet with the director of school counseling to determine the appropriate course and program that will keep the student on track for graduation. Administration must approve the request with signatures on the Alternative Credit Application form before enrolling in the course and they will determine which type of course a student should enroll in. Upon successful completion of the course, credit will be awarded. Make up grades will be awarded credit and noted on the transcript but they will not be included in G.P.A. calculation or to make honor roll and it will not count towards the minimum credit requirements for athletic eligibility. All costs associated with the course are the student's responsibility.

A student who receives a failing grade between 60 and 64 may be given an opportunity to re-study certain facets of the failed course. A meeting will be required with the teacher, school administration, and the high school counselor for discussion and approval.

## PROMOTION POLICY

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A student is promoted to each successive grade solely on the basis of scholastic credits earned at the completion of the school year:

- To Grade 10 – 6.5 credits
- To Grade 11 – 13 credits
- To Grade 12 – 19.5 credits

Additionally, each promotion requires successful completion of one (1) English class per year. These criteria of grade status govern all determinations of eligibility for, access to, participation or inclusion in class-designated activities (e.g., Homecoming, Winter Carnival, Junior/Senior Prom, etc.). The passing grade for each subject is 65.

### Attendance Denial of Credit

Attendance is a requirement for promotion and/or credit. Students must attend at least 85% of the course in any given quarter. If such an attendance record is not maintained, a failing grade for the marking period may be given after administrative review.

## TRANSFER INFORMATION

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High school schedules and course offerings vary from high school to high school and from state to state. Parents and students are cautioned that it may not be possible to transfer all credits for courses in progress from one school to another if the student transfers during the middle of a school year. The difficulty transferring credit increases if the move occurs during the semester.

Students transferring into or out of the Gorham Randolph Shelburne Cooperative School District must begin the process with the school counseling department. For students transferring into the district, the director of school counseling will review the transcript(s) from the transferring school(s) and discuss the best way to fulfill Gorham's graduation requirements.

The director of school counseling will look at the incoming student's transcript and will transfer all courses taken and credits earned onto a Gorham High School transcript. The director of school counseling will continue adding to this transcript as the student completes courses at Gorham. The

student's information will also be entered into the computer so that all transfer students will have a grade point average and can be ranked appropriately with other members of their class.

If a student transfers from a school having a different credit system, the director of school counseling and principal will determine the number of appropriate credits for each course passed. The grade point average and rank will then be determined. Every effort will be made by the receiving high school to evaluate a student's transcript and move the student into the schedule with minimal disruption to the student's plan of study.

The New Hampshire Code of Administrative Rules (Ed. 306.27) requires that each student earn at least 20 credits in order to receive a high school diploma. Ed. 306.27 further requires that each credit shall represent between 135 hours and 150 hours of instructional time. The Gorham Randolph Shelburne Cooperative School Board requires these subjects and credits (at a minimum) for graduation from Gorham High School:

- English, 5 credits (students must take and pass: 1 credit in "Reading and Writing," 1 credit in "British Literature," 1 credit in "American Literature", 0.5 credit in "Senior Paper," and 0.5 credit in "Public Speaking", 1 credit in "World Literature"
- Mathematics, 4 credits (students must take and pass: 1 credit must be in and an additional 3 credits)
- Science, 2 credits (students must take and pass: 1 credit in "Physical Science (for the classes of 2018, 2019, 2020) (Starting with the Class of 2021, Integrated Science A and Integrated Science B) and 1 credit in "Biology")
- Social Studies, 3 credits (students must take and pass: 1 credit in "World History," 1 credit in "U.S. History," 0.5 credit in "N.H. Studies," and 0.5 credit in "Economics."
- S.T.E.M. (Computer Literacy/Technology), 1.5 credits
- Physical Education, 1 credit
- Health, 1 credit
- Fine Arts, 0.5 credit (can be in Art, Band or Chorus)
- Capstone Project, 0.5 credit
- Electives, 8.5 credits

In cases where either or both the credit and content elements are in question, Gorham High School will require that the final exam for the course in question be taken and the minimum passing grade of 65 be obtained before credit is granted.

## TRANSFER STUDENTS AND STATE REQUIREMENTS

When students transfer late into their junior or senior years, and they meet the prospective diploma requirements to earn a school diploma but are unable to realistically schedule all of the state mandated subjects, a waiver from the school principal and director of school counseling may be granted.

# TRANSFER CREDIT

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Students transferring from accredited high schools from N.H. or other states will be given full credit for courses successfully completed at those schools. Students transferring from a home study program will be given full credit for courses that are successfully completed within a program accredited through any of the six national accrediting agencies. Students transferring from a non-accredited high school or home study program must schedule a meeting with the principal and director of school counseling to submit examples of work completed and how work is evaluated to determine if credit will be awarded.

For the purposes of G.P.A., class ranking or honor roll status, grades transferred from accredited public or private high schools and from an accredited home study program will be weighted only if the sending school assigned weight. Otherwise, all transfer courses will be non-weighted and factored into a student's cumulative G.P.A.

Every effort will be made to align transfer credits with the G.H.S. program of studies. However, in order to receive a G.H.S. diploma, students must meet the G.H.S. requirements as outlined in this document, particularly with regard to the requirements for English, Math, Science, Social Studies, and Physical Education.

Students who transfer to our school at the end of a complete school year are most easily accommodated. Students who transfer during the school year without a significant interval between the time they left their previous school and the time they enroll here are generally able to obtain a path to graduation with their class. However, students and parents/guardians should be aware that a transfer occurring after a significant interval between the time students left their previous school and the time they enroll here are subject to receiving partial credit that will require some form of remediation in order to graduate with their class.

## GRADUATION REQUIREMENTS FOR TRANSFER STUDENTS

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All graduates must have the number of credits required for their year of graduation regardless of their entrance year. Transfer students must also meet all of the individual course and department requirements for graduation as listed for the specific Gorham High School diploma options.

## REGISTRATION REQUIREMENTS FOR TRANSFER STUDENTS

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Gorham High School course recommendations are based upon evidence of normal progress and achievement in the student's previous school. Incoming freshmen are required to submit evidence of satisfactory completion of the 8<sup>th</sup> grade. Transcripts of credits earned and grade placement are required from the previous school for all students transferring from other secondary schools. If credit is awarded for high school credit, a policy or school documentation must be provided. Parents of transfer student must present a birth certificate for the student at the time of registration.

A student's grade point average previously earned at a high school other than a high school in the G.R.S. Cooperative School District 20, will be recalculated based on the grade point average processes currently used in our district. Transfer courses, grades earned and grade point average



will appear on our high school transcript exactly as they are titled on the sending school's transcript and will be indicated as transfer coursework. If the previous school assigned letter grades, we will use their key to assign numerical grades on the Gorham High School transcript. If no key is available, these courses will be recorded as "Pass" or "Fail." Transfer courses from schools outside of the U.S. may receive credit, but grades will be reflected as "Pass" or "Fail." A record of a health examination and immunizations is required by law for all incoming students. Students will not be allowed to attend school if this state requirement is not met. Any new student transferring to G.H.S. must provide a physical examination that is less than one year old and all immunizations must be up to date.

## RESIDENCY

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Pursuant to Gorham Randolph Shelburne Cooperative School District policy, every family must provide acceptable evidence of residency. If biological parents are no longer together, proof of a parenting plan must be provided so we can establish residency.

Such evidence may include:

- A copy of a residential lease or proof of ownership of a house, such as a deed or mortgage statement.
- A statement by a third-party landlord, owner or tenant from whom the parent is in lease with whom they share property within the district, which must be sworn.
- Such other statement by a third party establishing the parent(s) or person(s) in parental relation's physical presence in the district; and/or
- Other forms of documentation, which may include, but will not be limited to:
  - Pay stub
  - Utility or other bill
  - Official driver's license
  - State or other government issued identification
  - Documents issued by federal, state or local agencies
- Evidence of custody of the child, including but not limited to, judicial custody orders or guardianship papers.

## HOME SCHOOLING

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Students who receive home instruction will not have grades entered on their permanent records. When they enroll, "home schooling" will be written in the grade and attendance section of the records. Courses will be listed and credits will be recorded by marking "P" or "F."

If there is any question about the accreditation of a school that the student has attended, the parent/student has the responsibility of furnishing the Gorham Randolph Shelburne Cooperative School District with documentation verifying the state or regional accreditation of that school.

The maximum number of credits that will be accepted for each year of home schooling cannot exceed eight credits.

The G.P.A. for a former home schooled student or a student from a non-accredited school will not be computed because it will only be pass or fail grades.

A student must attend accredited public or private schools consistently for four consecutive semesters to be eligible for class ranking or honors graduation. Summer school may not be substituted for a regular semester.

It is the sole responsibility of the school district to determine the method by which credits are earned in order to receive a high school diploma. There is no requirement that the school honor the credits from home schooling experience.

### **Grade Placement**

G.H.S. will honor home education programs conducted according to N.H.R.S.A. 193-A. All home-educated students who wish to enter G.H.S. must present appropriate information to the director of school counseling demonstrating educational proficiency to be placed in an appropriate grade. The director of school counseling will make a final determination based on consultation with the building principal.

All information will be reviewed to determine appropriate grade level and may require additional evaluation by standardized achievement tests and/or examinations given by individual academic departments.

### **Transfer Credits**

Transfer credits will be accepted if the approved home education program issues an official transcript denoting the grade and credits awarded and G.H.S. approves of the school. If a student transfers to Gorham and has passed courses from a home education program that has not been approved by Gorham, Gorham reserves the right to review the work completed by the student to assure compliance with the State of N.H. and G.H.S. standards. Gorham also reserves the right to test students in any subject area for the purposes of awarding credits, determining class status, and/or courses and level placement. All correspondence courses for which Gorham has agreed to award credit will appear as a grade of Pass (P) on the student's transcript. Credits from courses taken from a non-approved home education program are awarded at the discretion of the director of school counseling. Home educated students are not subject to the two alternative credit limits per year for courses taken during the home education program.

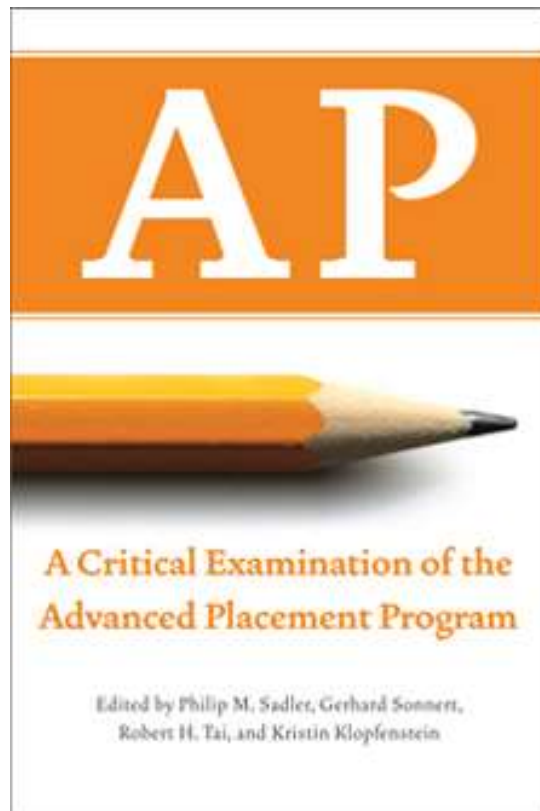
### **Graduation Requirements**

To receive a diploma, a student shall be in attendance at G.H.S. one full semester immediately preceding graduation in addition to meeting the diploma requirements. In cases where this requirement creates an undue hardship for a student transferring to or from a N.H. nonpublic school or from an out-of-state school and wishing to receive a N.H. school diploma, the principal may waive the one full semester attendance requirement. Exception shall be made for a student with disabilities in a state-approved nonpublic program.

- All students must meet all graduation requirements established by the N.H. Department of Education and the G.R.S. Cooperative School Board.
- The district retains the right to determine grade level placement and whether or not to accept credits earned from a student's previous educational setting.
- Home educated students will not be eligible for inclusion in class standing at graduation.
- The G.H.S. school counseling department will assist home-educated students in course selection and college placement provided the student attends G.H.S. on a part-time or full-time basis.



# OPPORTUNITIES TO EARN OUTSIDE CREDITS



# PROFILE OF AN HONORS/ADVANCED PLACEMENT STUDENT

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Students who succeed as honors and/or advanced placement students share some common characteristics that are important to their success. When making decisions about enrolling in honors and/or advanced placement courses, students need to consider the characteristics of the typically successful honors/advanced placement student and make decisions about enrollment based on self-evaluation of their skills, abilities, and work ethic. We encourage all students to challenge themselves intellectually. We want to be sure that students make decisions about enrollment in honors/advanced placement courses based on sound information and careful consideration.

## The Characteristics of Successful Honors/Advanced Placement Students

- Demonstrated strengths in:
  - Study skills
  - Motivation
  - Reading skills
  - Organization and time management skills
  - Initiative
- Willingness to exhibit intellectual curiosity
- Willingness to accept responsibility for his/her own learning
- Willingness to spend time beyond what is expected in a college-preparatory class
- Willingness to accept challenges, acknowledge that the work will be difficult, and perseverance when it is
- Ability to accept and learn from constructive criticism and mistakes

Students who demonstrate these characteristics are most often highly successful in honors/advanced placement courses.

## Advanced Placement Courses

Advanced Placement (A.P.) courses offer students the opportunity to do college-level studies in the 11<sup>th</sup> and 12<sup>th</sup> grades. In limited opportunities (A.P. Computer Science), sophomores who meet specified criteria will be eligible. Upon completion of the A.P. courses, students will take the nationally administered examination in May. According to their performance on the examination, they may receive up to twelve college credit hours for each examination they take. This makes it possible for a student who is successful on the exam(s) and in the course(s) to enter college at or near the sophomore level. Schools throughout the U.S. recognize the A.P. program, though different schools treat A.P. credit differently. If students have questions about how their intended college handles A.P. credit, they should consult Ms. Lemoine. A.P. courses that have been offered or are offered this school year include:

- English Literature
- U.S. History
- Calculus AB
- Chemistry
- Biology
- Computer Science Principles

Admission to the honors and advanced placement courses requires several criteria, including the following:

- Commitment to academic achievement
- An understanding and acceptance of the time the courses involve, both in terms of study time and homework
- Teacher and counselor recommendations
- Performance on academic achievement tests
- Parental approval and support

We deal with three basic questions in our consideration of a student for placement in A.P. class:

1. Does the student have sufficient general ability?
2. Has he/she adequate academic preparation?
3. Has he/she sufficient motivation and maturity?

# COURSE OPPORTUNITIES

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To increase the number and scope of elective courses that we can offer to our students during the 2018-2019 school year, we have added outside opportunities to our curriculum. We feel that it is essential that we as a school and community provide a variety of programs which stress excellence and address a variety of our students' academic and social needs. This section is written to inform you of the many opportunities that are now available to you via distance learning, Running Start classes, classes offered at the local colleges as well as Advanced Placement courses. These course opportunities can be utilized to provide our students with options to fulfill their elective requirements but not their required classes.

## ADVANCED PLACEMENT COURSES OFFERED AT GHS

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Gorham High School offers Advanced Placement courses for students across many subject areas. All students enrolled in A.P. courses are required to take the A.P. exam in May on the scheduled date as mandated by the College Board. The school district will be assuming the cost.

A.P. exams are scored on a 1-5 scale. Many colleges and universities may award recognition for scores of a 4 or 5. For some colleges, the recognition permits students to skip entry-level courses and enroll in more advanced level courses as a freshman. For others, college credits are awarded. Students should check individual post-secondary school websites for details on how A.P. test scores are managed as each college/university has their own rules and regulations.

Please keep in mind that it is the responsibility of the student to send A.P. scores to each college/university directly from the College Board. A.P. scores are made available to families in July each year through the College Board.

Current A.P. courses taught at G.H.S.:

- A.P. English Literature (offered 2017-18, 2018-19)
- A.P. U.S. History (offered 2016-17, 2018-19)
- A.P. Calculus AB (offered 2016-17, 2017-18, 2018-19)
- A.P. Chemistry (offered 2016-17, 2018-19)
- A.P. Biology (offered 2016-17, 2017-18, 2018-19)
- A.P. Computer Science Principles (offered 2017-18, 2018-19)

## ADVANCED PLACEMENT

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The Advanced Placement (A.P.) program of the College Board enables students to complete college level studies during secondary school. The Advanced Placement program is administered nationally by The College Board. The A.P. exam, which students take in May, is written by the Educational Testing Service. College credit is granted based on individual college policies. These courses require extensive independent study and work outside the classroom. Students who enroll in A.P. courses should not only possess a strong interest in that subject matter, but also possess highly developed reading, writing, speaking, listening and study skills. Advanced Placement courses strictly adhere to the guidelines, course descriptions, and the nationally standardized curriculum that cannot be

altered or modified as established by the College Board and prepare students for mandatory participation in the A.P. exams in the spring.

Students interested in this opportunity must complete an A.P. Recommendation Form and have the necessary signatures in order to enroll in an A.P. course.

### **Advanced Placement Policy**

Gorham High School is pleased to be able to offer A.P. courses in Biology, Calculus AB, English Literature, Chemistry, Computer Science Principles, and U.S. History to its students. Most colleges award college credit to students who earn at least a rating of "3" out of a possible "5" on the examination while others require a score of "4." Some colleges require successful completion of Advanced Placement courses for admission to the college and do not award credits toward the college degree. Parents and students are advised to check the colleges for details. In addition to the college credit received, the student will be granted a credit towards his/her high school graduation requirements upon successful completion of the course. The cost of the A.P. exam is approximately \$93.00.

A.P. students are required to take mid-year exams and will be expected to take the A.P. exam in May. Satisfactory scores on A.P. exams offer many benefits which may enhance applications for college admissions, placement, and scholarships. A student may receive college credit based on the A.P. score. Students enrolled in A.P. courses should check with the college of their choice to receive information concerning the college's policy regarding Advanced Placement credit and/or standing. For more information go online to: [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy).

### **Examinations**

The A.P. examinations are administered each year during the second and third weeks of May and can be described as "tough, but fair." Usually three hours in length, each exam consists of a multiple choice section and free-response section that requires essay writing or problem solving. Every examination receives an overall grade from a team of carefully selected college professors and high school A.P. teachers on a five-point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified), and 1 (no recommendation). An A.P. Grade Report is obtainable online in July to each student, the high school, and if the student requests it, to the college. Unless recommended by the teacher not to do so, all enrolled A.P. students are expected to take their course ending examinations.

### **Credit**

Although each college determines what A.P. examination grades it will accept for credit and/or advanced placement, the great majority of colleges accept grades of 3 or better and award the student with credit in the subject matter tested. In some cases, no credit is given, but the student may begin the program of study at an advanced level. Students wanting to know which A.P. grades are considered acceptable by the colleges in which they are interested in should write the Director of Admissions of the college or consult with the director of school counseling at G.H.S.

## **Advanced Placement Application**

Name: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Course interested in enrolling in: \_\_\_\_\_

At G.H.S., you have the opportunity to stretch yourself academically. Advanced Placement (A.P.) courses are a great way to take a college level course while in high school. Participation in A.P. is open to any student in grades 10-12 who are ready for the demands of being in an A.P. course. A.P. is for the determined, committed student who is up to the task of being part of a college level course. As long as you meet the criteria below, you will be approved to register for the A.P. course. Approval is a very simple process. It should not be considered a surprise or an effort to make the classes exclusive. You can apply for up to two A.P. classes in one school year if you are a junior or senior. For best results, we recommend that you take no more than 2 A.P. classes at a time. Then you can devote the time you'll need to your A.P. class(es).

### **A.P. students must:**

- Have a good attendance record. There is a lot of material to learn in A.P. Missing class often will make it hard to keep up.
- Have the approval of a teacher. This teacher needs to be one in the same subject area as the A.P. course. For example, if you want to apply for an A.P. math course, you will need a recommendation from a math teacher.
- Have a solid academic record.

### **Prerequisites for all A.P. classes:**

- Final average grade of 80 in the previous class in that discipline and it should be in the highest level possible.

### **Student Agreements:**

- If I am accepted in an A.P. class, I will work diligently to make the most of the learning opportunity and maximize the learning of others. I understand that my success will be a direct result of my attendance, effort in class, and the time I invest in homework outside of school hours.
- I understand that all A.P. students will be required to take the corresponding A.P. exam in May to be used as a form of assessment. My exam score will not affect my grade in the A.P. class. If I choose to not test on the original date for this exam (at the school district's expense), I agree to pay for the make-up exam and any associated expenses to take the exam on the make-up date.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Return this completed application form Ms. Lemoine in the school counseling office.**

# RUNNING START PROGRAM

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The Running Start (R.S.) program is a dual enrollment program that allows students to take college courses here at Gorham High School and be awarded college credit. Currently, we offer courses through White Mountains Community College (\$150 per course) and through online courses through the Virtual Learning Academy Charter School (V.L.A.C.S.) and Southern New Hampshire University (\$100 per course). A student must express an interest in this option at the start of the course, register with the college/university, and pay the course registration fee. Then upon successful completion of the course, students are awarded college credit on a college transcript that is affiliated with the course. Once the registration period closes students will not be allowed to register for college credit. More information about registration and grades will be available from the classroom teacher.

Anticipated courses offered (subject to change) at:

## **W.M.C.C. (Running Start)**

### **At G.H.S.**

College Composition  
Psychology  
20<sup>th</sup> Century  
Sociology  
Critical Thinking  
Advanced Placement Biology  
Anatomy & Physiology  
Advanced Placement Calculus  
Statistics  
Precalculus  
French III  
French IV

### **At B.H.S. C.T.E.**

*College credit may also be available for the following courses. For more information, contact the B.H.S. C.T.E. office.*

Automotive Technology 12  
Accounting I  
Blueprint Reading for Welders  
Drafting 11  
Early & Elementary Teacher Preparation  
Introduction to Engineering and Drafting  
Principles of Engineering  
Digital Electronics  
Graphic Design 12  
Welding 12

A variety of EStart courses are available through White Mountains Community College and UStart courses through Southern New Hampshire University. In order to take an EStart or UStart course, prior approval from the director of school counseling is required and then you must register well before the start of the class through V.L.A.C.S. at [www.vlacs.org](http://www.vlacs.org).

Dual enrollment is open to both juniors and seniors. The application and fee will be payable at the beginning of the course if the student should choose this option. It is the students' responsibility to consult with higher educational institutions to determine whether the credits earned through dual enrollment will be eligible for transfer.

# RUNNING START ASSISTANCE

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Students who are unable to pay the required \$150 fee for Running Start courses, can apply for the \$75 scholarship through C.C.S.N.H. as well as complete an additional scholarship form for the remaining \$75. The form is available in the guidance office.

If a student is eligible for free lunch, the student's \$75 from W.M.C.C. to enroll in the class will be paid as well as he/she will be eligible for a \$75 scholarship through G.H.S. To do this you must fill out the W.M.C.C. application form and have it signed by a teacher or counselor. If a C.C.S.N.H. scholarship is awarded, you will still have a \$75 fee to pay. Students must have an approved free or reduced lunch application on file to be eligible for a scholarship through G.H.S.

A limited number of scholarships can be granted to one student – two per semester/four per year.



## Running Start Scholarship Form

Student Name: \_\_\_\_\_

Application Date: \_\_\_\_\_

Running Start Course(s) currently enrolling in this semester:

_____	_____
_____	_____

Future Career Goals:

_____
_____
_____
_____
_____

The cost of a Running Start course is \$150.00 per course. Please list below the circumstances you are currently facing that may prevent you from being able to take advantage of this great educational opportunity.

_____
_____
_____
_____
_____

*Please return to this form to Ms. Lemoine in guidance.*

Signature of Student: \_\_\_\_\_

Approved by: \_\_\_\_\_

Course: \_\_\_\_\_ Amount: \_\_\_\_\_

Course: \_\_\_\_\_ Amount: \_\_\_\_\_

***Note: A limited number of scholarships can be granted to one student – two per semester/four per year.***

# ONLINE LEARNING OPPORTUNITIES

---

Gorham High School will present opportunities for students who wish to take coursework through the online learning format. Enrollment is subject to course availability and class size. Please see Ms. Lemoine for further information. **Approval from administration and the school counseling department is required prior to enrolling in distance learning classes. Each student interested in this type of academic opportunity must fill out an EXTENDED LEARNING OPPORTUNITY (E.L.O.) application.**

Online courses can allow students to extend their learning by taking courses not offered at Gorham High School and give students the ability to make up courses when their schedule does not allow them to do through the normal school program.

The following are guidelines Gorham High School uses for determining if an online course may be used toward meeting graduation requirements.

1. Online course approval requests will follow the same Extended Learning Opportunities (E.L.O.) process as is listed in the program of studies. The form for this request can be accessed from Ms. Lemoine. Pre-approval is required for credit.
2. Students must take courses that are required for graduation from Gorham High School from Gorham. If scheduling does not permit this, a student may request permission to take a required course online by requesting an independent study. The principal and director of school counseling will determine if the request will be approved.
3. Students will be responsible for any cost incurred as a result of taking a course outside of Gorham.

## PROFILE OF AN EFFECTIVE ONLINE STUDENT

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The online learning process requires commitment on the student's part. Staying up with the class and completing all work on time is vital. Once a student gets behind, it is very difficult to catch up. We want to be sure that students make decisions about enrollment in online courses based on sound information and careful consideration. Students interested in taking additional online courses should meet with Ms. Lemoine to discuss academic readiness. Below are some important characteristics of a successful online student:

- **Be self-motivated and self-disciplined.** With the freedom and flexibility of the online environment comes responsibility. The online process takes real commitment and discipline to keep up with the flow of the process.
- **Be able to communicate through writing and like to read.** In the virtual classroom, nearly all communication is written, so it is critical that students feel comfortable expressing themselves in writing. Strong writing requires thought and thought requires work. Be ready to write and write well. Furthermore, you should be comfortable reading on a computer screen and be able to type.
- **Be willing to speak up if problems arise.** Many of the nonverbal communication mechanisms that instructors use in determining whether students are having problems (confusion, frustration, boredom, absence, etc.) are not possible in the online paradigm. If a student is experiencing difficulty on any level (either with the technology or with the course content), he or she must communicate this immediately. Otherwise the instructor will never know what is wrong.
- **Be willing and able to commit to 4-15 hours per week per course.** Online is not easier than the traditional educational process. It requires time and commitment similar to a traditional course.

- **Be able to meet the minimum requirements for the program.** The requirements for online are no less than that of any other quality educational program. The successful student will view online as a convenient way to receive their education – not an easier way.

### **VIRTUAL LEARNING ACADEMY CHARTER SCHOOL (V.L.A.C.S.)**

The Virtual Learning Academy Charter School's (V.L.A.C.S.) goal is to use the latest internet technologies to provide our state's high school students with anytime, anywhere internet access to a rigorous, personalized education. Gorham students should look at V.L.A.C.S. courses over other online high school course programs. A meeting with Ms. Lemoine for her preapproval is required if you want to receive credit for the course. A few highlights include:

- Tuition-free for all students residing in New Hampshire
- The Academy is an approved N.H. public school
- Courses are taught by N.H. certified instructors

#### Contact Information:

V.L.A.C.S. website: [www.vlacs.org](http://www.vlacs.org)

Telephone: (603)778-2500, press 0 for general information, press 1 for guidance & registration, or press 2 for technical support

Email: [info@vlacs.org](mailto:info@vlacs.org) for general information, [guidance@vlacs.org](mailto:guidance@vlacs.org) for guidance, and [helpdesk@vlacs.org](mailto:helpdesk@vlacs.org) for technical support.

### **Enrollment Procedures**

- **NOTE: Students must register 21 days before a class begins.**
- Students must meet with the director of school counseling to review their transcript and discuss appropriateness of V.L.A.C.S. coursework prior to registering for a course.
- Students must complete paperwork prior to registration.
- Students and parent/guardian are responsible for the registration process and must complete the registration process directly through V.L.A.C.S. Due to V.L.A.C.S. guidelines, school counselors cannot register students for these courses. Students must list G.H.S. as their school of record when registering so we can get an official transcript when the course is completed.
- Following completion of the V.L.A.C.S. course, students must request an official V.L.A.C.S. transcript to be sent to the director of school counseling to ensure the credit is transferred to the G.H.S. transcript.
- Students are allowed to transfer up to two (2) V.L.A.C.S. credits per year.
- Students who start a V.L.A.C.S. class and drop after the 28 day grace period will receive withdraw (W) on their transcript.
- Students who have a class period in the school day to work on V.L.A.C.S. will have to report to the Student Success Center where attendance will be taken.

Credit – Students will receive 0.5 credit or 1.0 credit per course based on which course they are enrolled in.

## **WHITE MOUNTAINS COMMUNITY COLLEGE OR GRANITE STATE COLLEGE**

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Gorham High School students who have a strong academic record are encouraged to consider enrolling in a course or courses at our local colleges. Taking college courses at either college is

intended to supplement the high school course offerings. Eligible students have generally completed the first semester of their junior year. A student will earn college credits as well as a Gorham High School elective credit, which may not be substituted for any high school required courses. White Mountains Community College ([www.wmcc.edu](http://www.wmcc.edu)) and Granite State College ([www.granite.edu](http://www.granite.edu)) course offerings for the Fall, Winter or Spring semesters are made available to our office in August, December and May of each school year. Students will receive one credit from Gorham High School and up to three credits (if awarded a grade of a C or more.)

## SCHOOL-TO-CAREER

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School-to-Career is an elective offered during the school day to all juniors and seniors. Underclassmen may set up an internship after school hours. Taking advantage of this wonderful opportunity will allow students to receive a hands-on learning experience in a field of interest to them. Students will develop the work skills, abilities and knowledge necessary to make career decisions. All students will complete a portfolio documenting their school-to-career experience. These portfolios will include journal entries, pictures or other artifacts collected throughout the internship process, a reflection paper, a cover letter and resume, and an evaluation completed by the student's site supervisor. Students will be asked to give a short 5-10 minute presentation at the end of their experience as their final exam. School-to-Career students will be awarded 0.5 credit for 67.5 hours completed at their site and 1 credit for 135 hours completed. Please refer to the course description for more information regarding School-to-Career, including approved sites.

## INDEPENDENT STUDY

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An independent study is intended to provide an opportunity for students to go beyond the classroom experience to pursue or develop a particular interest. We recognize the value of self-discovery and self-teaching and we wish to encourage the responsibility and growth which is involved in this process. It can also be used to make it possible for students to receive credit in subjects that are impossible to schedule.

### **Guidelines**

- Students may be assigned to an Independent Study in only one (1) course during a given period of time.
- A teacher must be involved in the selection and progress of the student's program and in the overall progress of both.
- A written agreement must be drawn between the teacher and each selected student. The teacher will keep one copy on file, the school counseling will keep the original, and the student will be given a copy.
- The student must provide a product (verbal or written) on the Independent Study program.

### **Procedure**

- The student and teacher will develop a topic or project that will explain the purpose of the proposed course and the new skills and knowledge that are desired. The student should consider not only why they are interested in the topic, but also discuss how it will apply to their future academic and vocational plans.
- The student finds a teacher who has knowledge in the area in which he/she wishes to study and who is willing to act as a supervisor. The teacher should assist the student to develop his/her proposal by naming key material to be studied and the essential assignments to be assessed.

- It will be the individual teacher's responsibility to determine if he/she has the time and interest to act as advisor to a particular student and to determine if the student has a viable plan and is sufficiently motivated.
- The plan must have the approval of the student's counselor, the teacher-advisor, and the principal.
- Setting up a schedule.

A minimum of 8-10 hours per week of student work, consultation and/or supervision between teacher and student shall be established at the beginning of the independent study. There will be at least two check points during each quarter of the semester in which the independent study is done. By these times certain goals or progress, as developed by the student and his/her advisor, shall be accomplished.

## ALTERNATIVE CREDIT

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Generally courses required for graduation are taken at Gorham High School. We fully support students enrolling in summer enrichment programs and we encourage you to do so for the opportunities that they present to prepare you for the future. The director of school counseling and principal may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Students wishing to take alternative methods of instruction, such as extended learning opportunities, distance education, alternative learning plans, or others, must consult and get preapproval from the director of school counseling and building principal. Awarding of credits to be applied toward high school graduation requirements will be determined by the principal and director of school counseling on a case-by-case basis and it **must be preapproved before enrolling in the course**. Students must follow the E.L.O. process and complete the Alternate Credit application prior to enrolling in any course or program. Over the course of a student's four years at GHS, a maximum of four (4) courses can be taken; but only two (2) full credits per year can be earned.

In all cases an Alternative Credit Application must be completed and permission obtained prior to the commencement of the course. It should be noted that these courses will reflect credit on the G.H.S. transcript if they are taken at an accredited high school. Official transcripts must be provided to the director of school counseling in order to be placed on the G.H.S. transcript.

Students may only receive elective credits, with prior approval, through St. Paul's Advanced Studies Summer Program, college courses, online courses, and other preapproved substantial summer programs. These courses will be listed as Pass (P) or Fail (F) and will not be included in the G.P.A. calculation. Documentation of completion (transcript) must be provided to the director of school counseling immediately after the course is complete or approved E.L.O.

## Alternative Credit Application

Name: \_\_\_\_\_

Date: \_\_\_\_\_

- The student must meet with the director of school counseling to determine the course(s) to take for recovery.
- After the course request(s) is approved by the director of school counseling, the student must begin the registration process with the director of school counseling, whether it is through the W.M.C.C. program or the V.L.A.C.S. program.
- There are specific guidelines as to which type of course(s) can be taken and when. Please see the Program of Studies for more details and/or see the director of school counseling for clarification. All required classes must be taken at G.H.S.

Course Name: \_\_\_\_\_ Credit: \_\_\_\_\_

Through: \_\_\_\_\_ W.M.C.C. program \_\_\_\_\_ V.L.A.C.S. program  
\_\_\_\_\_ Other: \_\_\_\_\_

Course Name: \_\_\_\_\_ Credit: \_\_\_\_\_

Through: \_\_\_\_\_ W.M.C.C. program \_\_\_\_\_ V.L.A.C.S. program  
\_\_\_\_\_ Other: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director of School Counseling Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Note: Over the course of a student's four years at GMHS, a maximum of four (4) courses can be taken; but only two (2) full credits per year can be earned.***

# DEMONSTRATING MASTERY/COURSE COMPETENCIES

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Students can earn credit by demonstrating mastery of the required coursework and material. Mastery is defined as: sufficient evidence of attainment of required content, concepts, and skills of a particular course. Student assessment of mastery is the responsibility of the building principal.

Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

## EXTENDED LEARNING OPPORTUNITIES

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The Gorham Randolph Shelburne Cooperative School District shall allow Extended Learning Opportunities (E.L.O.) as a means of meeting the diverse instructional needs of students with different talents, interest, and development. These opportunities are expected to meet the content, concepts, and skills of course competencies established at the high school. At the discretion of the principal and director of school counseling, credits can be granted for E.L.O.s including, but not limited to, independent study, private instruction, internships, community service, and work study. Where credit is not granted, such experiences may at the discretion of the principal and director of school counseling, be used to fulfill prerequisite requirements for advanced courses. Students or their parent/guardian shall be responsible for E.L.O. expenses including tuition, textbooks, and transportation unless otherwise recommended and approved by the Superintendent of Schools.

### **Overview**

Primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology.

Extending Learning Opportunities (E.L.O.) are non-traditional educational learning experiences which are interest/talent based that provide students opportunities to acquire knowledge and skills through hands-on learning adventures outside the classroom. Partnered with a community mentor, highly qualified teacher (H.Q.T.), and E.L.O. coordinator, students are highly engaged in rigorous learning opportunities that are intended to address personal relevance while naturally building critical relationships between students and their community. Students engaged in E.L.O.s are required to demonstrate mastery of identified competencies (learning goals). In order to successfully demonstrate mastery of a competency, students must maintain a reflection and application journal, engage in a variety of learning activities designed through a collaborative process of the E.L.O. team, complete a number of formative and summative assessments, create a final product that provides value to the E.L.O. site, and take part in a final presentation that is given to an E.L.O. evaluation team.

Credit is based on the number of competencies and amount of time engaged in the E.L.O. Competency grading is based on a rubric. In order to gain full credit for the E.L.O., mastery must be demonstrated on all competencies. This is done by earning at least proficient on each. (Students not carrying at least proficient will have an opportunity to edit, revise and improve their work to bring up their rating.)

### **E.L.O.s are:**

- About rigorous academic standards based on standards and competencies
- An extension of the classroom

- A way for teachers to individualize instruction and share their passions
- About demonstrating growth and achievement
- An expansion beyond the school building and into the community
- Before and after school, on weekends, during vacations and during the summer
- Applying knowledge

### **E.L.O.s in Our Community**

Students earn high school credit while working with community mentors in a setting of their choosing. The student, community mentor, highly qualified teacher and E.L.O. coordinator are a team that plans the competencies, activities, and performance based assessments that students will engage in during their E.L.O. experience.

Competencies are school developed course requirements that indicate the expected content, concepts, and skills to be mastered in a particular learning experience.

### **E.L.O. Assessment/Evaluation**

E.L.O. credit is awarded based on competency completion. Competency based performance assessments may include: presentations, demonstrations, “give back” projects, portfolios, research/proposal projects, and will include an ongoing collection and evaluation of E.L.O. participation evidence.

### **What can an E.L.O. do for you?**

E.L.O.s provide students with the opportunity to follow their passion while earning credit toward their high school diploma. This type of opportunity makes some students more vested in their high school experience. Mentors working with a highly qualified teacher provide students with a community experience while working on the educational goals established by the State of New Hampshire.

### **E.L.O. Opportunities**

- Independent Study – provide instruction – performing groups – internships – community service – service learning
- Field based investigations
- Apprenticeships
- Job shadowing
- On the job training
- Distance learning
- Travel
- Campus-based/online courses
- School-based enterprises
- Clubs and organizations

### **E.L.O. benefits for students.**

- Earn credit and enhance career portfolio
- Explore career interests and options
- Gain specific workplace skills and knowledge
- Acquire increased motivation to excel in school
- Building self-confidence in working with adults
- Develop positive self-image, peer recognition, and leadership skills
- Gain skills to be an independent, self-directed lifelong learner.



Potential E.L.O. experiences include: accounting, child care, city management, computer services/web design, conservation, contractor, dining, education, financial services, fire and police department, health and beauty, library, lodging, printing, real estate, and retail.

Please note that a maximum of 2 credits per school year may be obtained through Alternative Learning Options and a maximum of four courses over the student's high school career.

An E.L.O. is a chance for you to earn credit for educational experiences, with depth, that occur outside the traditional classroom. It is an opportunity to learn something new in an unconventional manner. Following the E.L.O. process you will develop a plan for your educational experience and for how you are going to demonstrate mastery of the material learned to your teacher.

Following the E.L.O. process you will develop a plan for your educational experience and for how you are going to demonstrate mastery of the material learned to your teacher and your community partner. After you have your topic, you will need to get a teacher who is highly qualified (H.Q.T.) in the subject of your E.L.O. to agree to work with you. You will enter into a formal agreement with the H.Q. teacher for the E.L.O. He/she will oversee your E.L.O. plan, provide guidance and help, and will determine if you have met the competencies so that you can be awarded credit. This teacher, however, should not be your primary resource for the substance of the E.L.O. The E.L.O. plan will include four general components: research, reflection, product and presentation.

Steps of the E.L.O. process:

1. Sign up for an E.L.O. on the course registration form prior to the beginning of the school year.
2. Meet with the director of school counseling to determine your topic and to discuss possible H.Q. teachers.
3. Complete the E.L.O. program contract, with H.Q.T. and parent signatures.
4. Meet with H.Q. teacher to determine competencies and essential questions.
5. Make contact and sign an agreement with a community partner to work with you on your E.L.O.

Students in grades 10-12 will have the opportunity to enhance their education with two (2) extended learning opportunities (E.L.O.) beyond the walls of Gorham High School. To avail themselves of these extended learning options the following must apply:

- There is an application process that must be followed precisely (no exceptions to this rule). Students must be pre-approved by director of school counseling/parents/administration.
- Copies of all paperwork shall be provided to the director of school counseling and administration.
- E.L.O.s are available to students in grades 10-12.
- A student may take two (2) extended learning opportunities for credit per year and no more than four (4) over the course of a student's high school career.
- To qualify for an E.L.O. all grades the previous quarter must have been 80 or higher.
- Multiple courses in one discipline are not an option if the classes are taught at G.H.S.
- There can be no retakes for credit.
- A student may use this option for "credit recovery" on a required course but only after taking that class at G.H.S.
- No E.L.O. course may be taken to "bypass" a G.H.S. teacher.
- 50% rule – At the midpoint of the course the student must have 50% of the work completed. The student who does not reach the 50% mark will be removed from the class, assigned a new quarter class, and given a withdrawal failure for the E.L.O.
- Courses will be listed on student transcripts as an extended learning class.

- No G.P.A. weighting for these classes unless they are Advanced Placement classes.
- If a student is unable to complete the class after the add/drop date, the class will be listed as a withdrawal failure on his/her transcript.
- Any costs associated with E.L.O.s must be absorbed by the parents of the interested student.
- Students will be monitored by the director of school counseling and assigned teachers.
- Our current internet policies will apply.
- Appeals of decisions will be addressed through a review board made up of a team of 3 teachers, director of school counseling, principal, Superintendent of Schools, and, if necessary, through the G.R.S. Cooperative School Board.

Lastly, the above rules do not apply to classes taken at Berlin High School, White Mountains Community College or for the School-to-Career option. Further, it is imperative that extended learning opportunities are available to all students regardless of their ability to pay for these courses. All of these policies will be reviewed yearly by faculty and administration.

## **EXTENDED LEARNING OPPORTUNITY – APPLICATION**

Date: \_\_\_\_\_

### **Student Information**

Student Name: \_\_\_\_\_  
First Middle Initial Last

Gender: Male / Female Date of Birth: \_\_\_\_\_ Town of Birth: \_\_\_\_\_

Student Address: \_\_\_\_\_

Student E-mail Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Second Phone: \_\_\_\_\_

State of Birth: \_\_\_\_\_ Race: \_\_\_\_\_

Current Grade: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

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### **Guardian Information**

#### Guardian #1

Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Second Phone: \_\_\_\_\_

#### Guardian #2

Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Second Phone: \_\_\_\_\_

#### **Vendor Name:**

\_\_\_\_\_ **V.L.A.C.S.**

\_\_\_\_\_ **V.L.A.C.S. – Estart/Ustart**

\_\_\_\_\_ **W.M.C.C.**

\_\_\_\_\_ **Other:** \_\_\_\_\_

#### **Course Name:**

\_\_\_\_\_

Request for Approval of Extended Learning Opportunity Program of Study

Student: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Application Date: \_\_\_\_\_

Course/Program to be taken and course number: \_\_\_\_\_

Semester/Year course is to be taken: \_\_\_\_\_

**Course description: (Please attach)**

**Reason for request (check all appropriate boxes):**

- ☐ Credit Recovery (make-up course work for a previously failed course)

Failed course: \_\_\_\_\_

- ☐ Advanced course level in a given sequence for upcoming school year

Name of G.H.S. equivalent course: \_\_\_\_\_

- ☐ Earn additional high school credit (check all appropriate options)

\_\_\_\_\_ College course work for high school credit

\_\_\_\_\_ College course work for the alternate graduation option

\_\_\_\_\_ Independent study

\_\_\_\_\_ Distance Learning course work (online or virtual high school)

\_\_\_\_\_ Request for credit to be utilized for early graduation

- ☐ Competency Assessments/Demonstrating Mastery

\_\_\_\_\_

- ☐ Other: \_\_\_\_\_

**Rationale for request:** (Attach pages if necessary) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If course is approved, \_\_\_\_\_ credits will be awarded upon proof of successful completion.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director of School Counseling Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copy to:      ☐ Student/Parent      ☐ Student File      ☐ Director of School Counseling

# COLLEGES & UNIVERSITIES



# POST-SECONDARY EDUCATION

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In today's world, having a high school diploma is often not enough for many occupations. Different kinds of work require different kinds of training. Employers want to hire the most qualified people available, but this does not mean that they always choose those applicants with the most education. The type of education and training you receive is just as important as how much. You are at the point in your life where you can choose how much and what kind of education you want to pursue. For some, you may not know which field of work you want to pursue. You do know that you want a job that will give you security and a paycheck. Maybe you know what you want to do, but you are not sure what kind of education you will need; you may love fixing cars and the idea of being an auto mechanic sounds like it is right for you. Do you then learn on the job, attend a two-year program, seek an apprenticeship or pursue a combination of these to fulfill your dream? Regardless of how unsure you may be about what you want to do after high school, there are things you need to know if you are going to pursue post-secondary education. Requirements vary from school to school. Students and parents are advised to review college websites for particular admission requirements.

The philosophies of education, specific course requirements, and other qualifications for acceptance vary among the nation's colleges and universities. All, however, recognize the desirability of a broad education with a strong foundation in the traditional solid academic subjects. You are evaluated for admission not only in terms of grades achieved, but also with respect to the strength of the academic programs undertaken. You are encouraged to take the strongest possible academic program available within your personal limitations during all four years of high school. A rigorous secondary school preparation remains the best means by which you can be assured of maximizing the benefits to be derived from a challenging college education. It is the mission of G.H.S. that we will encourage you to keep doors wide open for all possibilities and we believe you can be the best you can be.

## ADMISSIONS REQUIREMENTS

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Note: Standards and admission policies vary from school to school. Therefore, students and parents are advised to review college websites for specific entrance requirements.

### **Highly Competitive Colleges/Universities**

4 yrs. English (writing & literature)  
4 yrs. Math (Math 1; Math 2; R.S. Precalculus; R.S. Statistics; R.S. or A.P. Calculus)  
4 yrs. Science (Biology; Chemistry; Physics, Anatomy and Physiology, A.P. Biology, A.P. Chemistry)  
3-4 yrs. Foreign Language (1 language) (French I, II, III, IV)  
3 yrs. Social Studies  
1-2 yrs. Fine Arts  
1-2 yrs. Computer Education  
Advanced Placement Courses (recommended) (Running Start and Honors classes)

### **Four-Year Nursing & Allied Health Programs**

4 yrs. English  
3-4 yrs. Math (Math 1; Math 2; Math 3 or Precalculus or R.S. Statistics)  
3 yrs. Science (Biology; Chemistry; Physics, Anatomy and Physiology, A.P. Biology)  
2 yrs. Foreign Language (1 language)  
3 yrs. Social Studies (Psychology)  
1-2 yrs. Health Science (recommended) (at B.H.S.)  
School-to-Career

**Two-Year Vocational/Technology Programs**

4 yrs. English  
3 yrs. Math (Math 1; Math 2; Personal Finance)  
2-3 yrs. Science  
3 yrs. Social Studies  
2 yrs. Related Technology courses

**Four-Year Business Programs**

4 yrs. English  
4 yrs. Math (Math 1; Math 2; Precalculus; R.S. Statistics)  
2-3 yrs. Science  
2-3 yrs. Foreign Language (1 language)  
3 yrs. Social Studies  
Related Business Courses (accounting; computer)

**Most Four-Year Colleges**

4 yrs. English (writing & literature)  
3-4 yrs. Math (Math 1; Math 2; Math 3 or Precalculus or R.S. Statistics)  
2-3 yrs. Science (Biology; Chemistry; Physics; Physical Science)  
2-3 yrs. Foreign Language (1 language)  
3 yrs. Social Studies  
1-2 yrs. Fine Arts  
1-2 yrs. Computer Education

**Four-Year Engineering & Science Programs**

4 yrs. English  
4 yrs. Math (Math 1; Math 2; Math 3 or Precalculus; Calculus or A.P. Calculus)  
2-3 yrs. Science (Biology; Chemistry; Physics)  
2-3 yrs. Foreign Language (1 language)  
3 yrs. Social Studies  
1 yr. Computer Education  
Related Engineering Courses (drafting) (at B.H.S.)  
School-to-Career

**Two-Year Technical Institutes**

4 yrs. English  
4 yrs. Math (Math 1; Math 2; Personal Finance; Precalculus)  
2-3 yrs. Science  
3 yrs. Social Studies  
Related Technology Courses

**Two-Year Community Colleges & Business Schools**

4 yrs. English  
3 yrs. Math (Math 1; Math 2; Personal Finance; Analytical Thinking -Math)  
2 yrs. Science  
2 yrs. Foreign Language (recommended for Liberal Arts transfer programs)  
3 yrs. Social Studies  
Related Technology Courses (computer, accounting)

# WHAT ARE COLLEGES LOOKING FOR?

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The following are key factors in colleges making an admission decision:

1. Courses taken in high school – level you challenged yourself
2. Grades received
3. Rank in class
4. Teacher and counselor recommendations
5. S.A.T. scores
6. Extra-curricular activities

Non-academic factors: Admissions committees place considerable emphasis upon the quality of participation in extracurricular activities and look favorably upon applicants who have demonstrated leadership capabilities. Signs of independence and maturity are valued. A student's work experience can be a plus in the admissions process. Personality, character, motivation, special talents, and life experiences are other factors taken into consideration. The college website is the best source of current and accurate information.

## FOUR-YEAR GUIDE

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The following should be incorporated throughout your four years in high school.

### **Grade 9**

- Use the Choices Program in the school counseling office or the library.
- Explore the resources in the school counseling office.
- Meet with Ms. Lemoine.
- Begin working on a resume (keep a listing of all activities you are involved in adding work experiences, extracurricular activities, and awards received).
- Recommend you take the P.S.A.T. 8/9 exam (the more practice you have the better prior to taking the S.A.T.s).
- Discuss career interests and post-secondary education possibilities with your parents.
- Investigate career information in areas that interest you and match your abilities.
- Become involved within the school and local community (volunteer and leadership opportunities).
- Complete career inventory surveys and research potential careers and colleges.
- If you are interested in the fine arts, start researching portfolio requirements of perspective colleges and start building your portfolio.

### **Grade 10**

- Consider a career-related part-time job or community service.
- Take the P.S.A.T. 10 exam again.
- Update your resume.
- Start visiting a few college campuses if presented with opportunities.
- Begin to look at college websites and other college information including financial aid materials.
- Complete career inventory surveys and research potential careers and colleges.

### **Grade 11**

- Visit college campuses early Spring.
- Narrow down some of your choices or investigate new ones.
- If you are interested in the military, take the Armed Services Vocational Aptitude Battery (A.S.V.A.B.), which is usually given in February. See Ms. Lemoine for assistance.
- Take the S.A.T. in March/April (state testing).
- Sign up for the S.A.T. I or A.C.T. test in spring (May or June).
- Consider taking the S.A.T. II Subject tests in spring if you are interested in Ivy League universities. Please see Ms. Lemoine.



- Update your resume.
- If you intend to seek appointment to one of the military academies or a R.O.T.C. scholarship, begin the application process. See Ms. Lemoine to let her know if this is an option.
- If portfolios, audition tapes, writing samples or other evidence of talent are required for admission or for scholarships, begin to plan them.
- Complete career inventory surveys and research potential careers and colleges.
- Complete a School-to-Career internship.
- Complete your hours for Capstone.

### **Grade 11 – Summer**

- Visit more college campuses.
- Attend summer programs, pre-college courses, work, or participate in volunteer experiences.
- Start thinking about college essays.
- Start thinking about who you will ask for letters of recommendation.

### **Grade 12**

- Update resume.
- Obtain letters of recommendation (should ask 2-3 teachers or coaches). Fill out a background information sheet before asking.
- Visit college campuses early Fall.
- Complete a School-to-Career internship early Fall.
- Sign up with Ms. Lemoine for the Common Application in late September.
- Complete online college applications with Ms. Lemoine as soon as possible, preferably by early November.
- File financial aid applications (F.A.F.S.A.) as soon as possible after October 1<sup>st</sup>.
- Take S.A.T. II Subject tests that may be required by colleges and S.A.T. I or A.C.T. if necessary in October, November or December. You must register through The College Board. See Ms. Lemoine for assistance.
- Finalize your plans.
- If you are requesting college admission on an Early Action Notification basis, be sure that your application materials are submitted to Ms. Lemoine and that you meet weekly with her to meet the early deadlines.
- Visit the schools you are considering to observe the school in session and to confirm your top choices. Make arrangements in advance for a personal interview with an admission counselor, financial aid administrator, and a professor in the academic department representing your intended major.
- Devote time, energy, and thought to writing and rewriting any required essays or short answers.
- If you are seeking appointment to one of the military academies, make sure your file is current with the persons or organizations from which you are seeking a nomination. This is a very involved process; see Ms. Lemoine as soon as possible.
- If the schools to which you are applying require additional financial aid information, or copies of your family income tax returns for verification, submit them promptly.
- Review your financial aid award letters from the various schools to which you have been accepted. Be sure that you understand the terms and conditions that accompany each kind of aid. Please make sure to provide copies to Ms. Lemoine for her files.
- Make your final decision about which college you will attend. Notify the school in writing by the appropriate deadline, usually May 1. Decline other offers of admission in writing.
- Sign your financial aid award letter and any other items requiring your signature and return them. Schedule an appointment with the financial aid administrator of the school if you have questions or wish to discuss the contents of the award letter.
- Arrange with the school for housing and meal plan, if necessary.
- Find out when payment of school charges for tuition fees, room and board, and so on will actually be due, and plan how you will meet those charges. Be sure you understand how financial aid will be disbursed, and whether you can defer bill payment until the funds are available.
- Graduate! Congratulations!

# ADMISSIONS CRITERIA

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Admissions personnel from the various post-secondary schools look at the following criteria very closely when considering student applications in the selection process:

- Your high school transcript, a record of all your academic classes (the most important factor).
- The rigor and quality of the courses you have taken.
- Your classroom performance (grades and class rank).
- The competitiveness of your school.
- Scores on Standardized Tests: Standardized tests are generally used as a check against variation in school grading standards. Post-secondary schools understand that many strong students who perform well daily do not test well on the three hour S.A.T. exams. Most colleges require the S.A.T. or the A.C.T., and many require a couple of achievement tests. Consult college websites to determine which tests to take. At some colleges the S.A.T. exams are optional. Students typically take the S.A.T./A.C.T. in the spring of their junior year and again in the fall of their senior year. Tests dates are available in the school counseling office. You must register online at [www.collegeboard.org](http://www.collegeboard.org).
- Recommendations: Teachers and your counselor write recommendations for you as advocates and do their best to present you positively. The recommendation includes: level of intellectual curiosity, level of academic growth, breadth and depth of course selection, strengths and weaknesses of the student, ability to work with others, and a summation of other school/community involvement. Do yourself a favor by meeting with each person so that they have a fresh sense of your outlook and your activities. They will require you to fill out a background information sheet.
- Self-presentation: Personal essays and graded writing samples are common requirements. If you have a special talent, you may choose to supply supplementary material in the form of slides of art work, audio or video tape clips, etc. Athletes should contact the appropriate coach to express interest.
- Level of Demonstrated Interest: Have you visited campus, if distance allows? Did you interview, if interviews are offered? Did you meet with the college representative who visited Gorham High School? Have you written or called about special programs?
- Extracurricular Activities: The emphasis placed upon this varies from college to college. It is generally preferred that students be active contributors in one or more areas rather than superficial participators in many activities.
- Community Service: More and more schools, special programs, and scholarship selection committees are considering community service as important criteria for the selection process.

During the school year, admission officers from many post-secondary schools will visit our school. The dates of these visits will be announced. Interested seniors (and juniors, too) will be given the opportunity to meet with these representatives and discuss their schools with them.

It is suggested that parents make an appointment with the director of school counseling prior to the middle of the student's junior year to discuss post-secondary plans. Ms. Lemoine will be available to meet on selected days during the month of July to meet with students and their parents. A variety of resources regarding careers and post-secondary education are available in the guidance office.

## **Post-Secondary Education Application Process**

Obtaining post-secondary education information:

The Internet is a valuable resource for information on the S.A.T. exam, college admissions, and college search. The College Board website is extensive and is located at [www.collegeboard.org](http://www.collegeboard.org).

Colleges also have websites that provide detailed information regarding admission criteria, financial aid, college cost, majors and programs, location and much more. Most colleges also provide online applications. Many colleges will waive application fees if the applicant completes the application electronically.

### **How to Apply for Admission to a College or Vocational School**

Review the admission requirements and know the deadlines for filing applications. Students are strongly encouraged to visit colleges during the spring of their junior year and fall of their senior year when students are on campus to gain a true perspective. Also, representatives from various colleges visit the high school throughout the school year to meet with students. It is highly recommended that students take advantage of these opportunities.

- With technology, we can explore admissions guidelines, view college catalogues, financial information, etc. right from the school's website.
- Explore the website of any college or university that you are interested in or complete the Common Application. Download a printable application and all related documents to use as a rough draft. We will submit the common application online together. Parents will be encouraged to come in to do so.
- Ask 2-3 teachers to write letters of recommendation of your behalf.
- Our goal will be to get everything in place (filling out applications, ask teachers for letters of recommendation, etc.) by the end of October/beginning of November.
- In the field of music, check for audition dates. In the field of art, check for portfolio requirements.
- Know the requirements and filing application deadline for each school – create a chart.
- If you desire early action, check the website of that school for the specific requirements. Students with strong academic records should discuss the advantages and disadvantages of such a plan with the director of school counseling.
- Visit various colleges and talk with an admissions counselor. Request an appointment in a timely fashion. Arrange for a conference with Ms. Lemoine to share all information necessary for writing a recommendation. Complete the student information form to assure the inclusion of all vital information.
- It is recommended that each applicant apply to at least three to five schools, each with varying degrees of selectivity.

### **The Most Common Admission Tests Required Are:**

- Scholastic Aptitude Test I (S.A.T. I): The S.A.T. is a three plus hour event designed to measure performance in verbal and mathematical reasoning. Taking it is a learned skill, which improves with experience. We counsel in favor of taking practice tests by means of books and software at home, not by taking the official test many times. Two or three official administrations are generally the norm.
- Scholastic Aptitude Test II (S.A.T. II): The S.A.T. II subject tests are one-hour events, three of which may be combined at one testing session, designed to measure achievement in particular skill areas such as writing, mathematics, a lab science, history, or a foreign language. Please consult with Ms. Lemoine as to which tests you should sign up for.
- American College Test (A.C.T.): A.C.T. is a three-hour test measuring ability in English usage, mathematical usage, reading comprehension, and science reasoning. Students usually take the A.C.T. in the spring of their junior year or fall of their senior year.

Extended time is available for qualified students whose learning disability is documented in advance by the student and the school.

# CHOOSING THE RIGHT SCHOOL FOR YOU

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## **Types of Schools**

A **liberal arts college** offers a broad base of courses in the liberal arts – literature, philosophy, history, languages, mathematics, humanities, and social and natural sciences. They typically offer four-year programs that lead to a bachelor's degree; students usually take courses in a range of subjects during their first two years and then choose a major. These colleges prepare you for a variety of careers, as well as for graduate work in many fields, including professions such as law, medicine, and business.

A **university** is generally larger and offers more majors and degree options than other types of colleges. Most universities contain several smaller colleges; for example, colleges of agriculture, teaching, and liberal arts. At a university, you can prepare for many types of careers or for further study in graduate school.

**Four-year colleges and universities** offer bachelor's degrees in many fields of study. Many also offer graduate programs with opportunities to earn a master's degree, doctorate, or professional degree. Public colleges and universities are subsidized by tax money from the state in which they are located and are generally less expensive than private colleges. However, the low rates are normally available only to residents of the state. Out-of-staters, or non-residents, usually pay higher rates. They also may have limited financial aid funds for students.

**Private 4-year colleges and universities** are funded primarily by organizational endowments, tuition, alumni contributions and other funding outside of government agencies and taxpayer funds. The cost of attending private colleges and universities is usually much higher than public colleges and universities. Although tuition may cost more, do not count these private college and universities out – they tend to offer more financial aid and scholarships than public institutions.

There are many **colleges and conservatories that focus on the arts**. In addition to regular course work, these colleges provide training in, for example, photography, music, theater or fashion design. Most of these colleges offer associate or bachelor's degrees in fine arts or a specialized field.

**Two-year community colleges** are the most common type of two-year college. These colleges prepare you to continue your education or to enter the workforce immediately. They offer associate degrees that get you ready to transfer to a four-year college and earn a bachelor's degree. Other types of associate degrees and certificates on career readiness. Community colleges are often an affordable and convenient option. Many students can also save money by living at home.

## FACTORS TO CONSIDER WHEN CHOOSING A SCHOOL

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### **Cost and Financial Support**

How much can your family afford to spend on college? If a school interests you, explore all financial aid opportunities and resources available to you, then wait to see what the financial aid packet may look like before deciding whether it's too expensive or not. What a school costs and what you actually pay may be two different things. What you can afford to pay will be a critical factor in deciding which school to attend.

## **Admissions Selectivity**

How competitive is the school? What percent of applicants are admitted? What are the grade point averages and S.A.T./A.C.T. scores of those admitted? How do your scores compare? There's nothing wrong with having one or two schools on your list that are a little bit of a reach, but most schools on your list should be within your reach.

## **Location**

Where is this school located? Is it close enough or far enough away from home? If far away, how expensive will it be to fly back and forth? Do you want to be in or near a big city? Or do you prefer a suburban campus lined with trees and green grass? Do you want to be close to home or do you prefer to venture out and claim your independence? What is the weather like? Is the campus beautiful or unattractive?

## **Campus Culture**

What is the academic atmosphere like? High stress, supportive, laid back? What is the social atmosphere like? Lots of partying, friendly and sociable, quiet and subdued?

## **Student Body and Diversity**

What is the composition of the student body? Is the campus ethnically diverse or homogeneous? Do the students come from a variety of socioeconomic backgrounds? Do they come from different states, different countries? The composition of the student body will tell you a little about who you will meet and learn from, who has the potential to be a lifelong friend or professional contact. Your education goes far beyond the courses you take. It also comes from your peers – so choose a student body you want to learn from and belong to.

## **Size**

Consider how you might fit in a large school, medium-sized school, or small school. Which environment might best suit you or are you adaptable to difference environments? Explore the pros and cons of different settings.

## **Programs of Study**

What area of study do you think you might be interested in? Does the school have that major? Is the school strong in this area? Is it strong in other areas too, in case you decide to change your major? Investigate what the school has to offer. Fact: over half of all college students change their major at least once.

## **Keep these categories in mind:**

- **Target Schools:** Most of your schools should fit into this category. You fit the profile of the average student they admit and you've got a good shot of getting in.
- **Reach Schools:** Your scores are a little lower (not too much) than the school's averages, but you feel you have a chance or the school only accepts a small percentage of applicants. Too many reaches on your list is a poor strategy.
- **Likely Schools:** Your scores are above the school's averages and you would have no problems getting in.

# CAMPUS VISIT

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## **Before the visit:**

- Call the college's admission office
  - Verify the times of campus tours and/or information sessions (these may be separate events).
  - Inquire about an appropriate arrival time to campus (time may be needed to complete forms before tours or appointments).
  - Schedule an appointment with an admissions representative. Ask if an interview is a required part of the application process. Schedule an appointment with other campus personnel (coaches, faculty, financial aid officers, etc.).
  - If classes are in session, arrange to attend a class. Inquire about staying overnight in a residence hall. Arrange to eat in the dining hall.
- Prepare
  - Arrange to take a copy of your transcript and resume. While not required, these documents may prove to be helpful in conversations.

## **During the visit:**

- Take the tour
  - Observe the condition of all buildings/facilities. Are buildings in good condition? How "wired" are the residence halls for computer use? Are appropriate safety measures in place?
  - Ask questions: What do students do on the weekends? What are the most popular campus activities? What is the average class size in English, science, social sciences, etc.? What would be the one thing that the tour guide would change about the college?
  - Keep a sharp eye. Do the students seem friendly? Does it seem to be an academically "pressured" atmosphere or academically "laid-back?" What topics are advertised on student bulletin boards?
  - Be cautious that you do not form your opinion of a college based on how well you liked the tour guide. It is important to visit with many students to get a realistic impression of the student body personality and diversity.
- Visit with an admission counselor
  - Admission counselors are a great source of information for you regarding an institution's programs and the application process. Frequently, a specific admissions representative may be assigned to your high school and is familiar with your educational environment. Enjoy your opportunity to visit with this person and be sure to ask for a business card for your files.
- Attend a class
  - Pay attention to class size, student-professor interaction, and student interaction. If possible, secure a class syllabus to review academic scope of course and class expectations.
- Visit key student areas
  - Talk to students other than the tour guide. Ask them what their most favorite and least favorite aspect of the college is and why. Are there a large number of bikes on campus? Is there public transportation? Are there community service-based organizations?
- Meet with the academic advisor/faculty member
  - If you have a specific program in mind, be sure to visit with someone in that area. Ask about available study opportunities, internships, and career placement. Ask what percentage of classes is taught by teaching assistants.
- Stop by the financial aid office
  - Pick up information about the college's financial aid process. Ask for any scholarship materials. Make notes about important deadlines.



- Visit a residence hall
  - If your tour did not include a stop at a residence hall, be sure to ask to see a room. Check out security features of dorm life. Ask about meal plans and food options. Inquire about roommate pairing procedures. Make a note of any housing deadlines.
- Ask about overnight visits
  - Some schools offer overnight visits. This is a great way to get an idea of what campus life might be like. The college will match you with a host student, allow you to participate in campus activities, eat in the dining halls, etc. Schools have limited availability for these visits, so call to get more information.

### **After the Visit:**

- Make notes
  - Be sure to record the name, title, phone number, and email address of campus staff and/or personnel with whom you talked.
  - Write down your impressions about the aspects of the college that you liked and make notes about your possible concerns.
- Thank you notes
  - If a staff member was particularly helpful during your visit, you may want to send a thank you note to that person.
- Additional thoughts
  - Don't let the weather influence your evaluation of a college. Sunny days and rainy days can both be misleading.

## **UNDERSTANDING FINANCIAL AID**

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### **The Free Application for Federal Student Aid (F.A.F.S.A.):**

- Why fill out the F.A.F.S.A.? This form is required for any student seeking federal and state financial aid, including grants and loans at all colleges in the country. Also, many scholarship programs require it. Filing date begins October 1<sup>st</sup>.
- What is the process? The student and one parent must obtain a federal I.D. number. Families must complete the F.A.F.S.A. annually to be considered for aid. The earlier you file the better to ensure full consideration for available funds. The purpose of the F.A.F.S.A. is to determine your Expected Family Contribution (E.F.C.). E.F.C. is the amount of money the government determines that your family can contribute toward the cost of attending college. Cost of Attendance (C.O.A.) includes tuition, fees, books and supplies, living expenses, transportation, and personal costs.
- How do they determine my financial need? The F.A.F.S.A. is just for processing your E.F.C. It is the individual college Financial Aid Office that determines your financial need. The financial aid administrator will use the following formula to determine your financial needs:

$$\begin{array}{l} \text{C.O.A. (cost of attendance)} \\ - \text{E.F.C. (expected family contribution)} \\ \hline = \text{Financial Need} \end{array}$$

- Federal funds are awarded based on the F.A.F.S.A., available after October 1<sup>st</sup> by visiting [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- Note: Since cost of attendance varies from school to school, financial need will vary.

### **The C.S.S./Financial Aid Profile:**

- The Profile form is administered by the College Scholarship Service (C.S.S.), the financial aid division of the College Board, and is required by some schools (in addition to the F.A.F.S.A.). The C.S.S. Profile is used to determine your eligibility for non-government financial aid, such as the institution's own grants, loans and scholarships. File after October 1<sup>st</sup>.

- Check to see if your college/program requires the C.S.S. Profile. Only file if the school is listed on their website. There is a substantial fee for each college.
- You can file online at [www.student.collegeboard.org/profile](http://www.student.collegeboard.org/profile)

### **Types of Financial Aid:**

- **Scholarships and Grants:** Referred to as “gift-aid;” they do not have to be repaid. Both merit-based and need-based aid are available, based on specific eligibility criteria.
- **Student Loans:** Must be paid back; vary in terms and conditions (i.e. subsidized vs. unsubsidized, interest rates, repayment terms, amount, etc.).
- **Parent Loans:** Parents of dependent students can take out loans to supplement their children’s aid packages. The Federal Parent Loan for Undergraduate Students (P.L.U.S.) lets parents borrow money to cover any costs not already covered by the student’s financial aid package, up to the full cost of attendance. Parents may also choose to take out loans from private sources.
- **Work-Study:** Work opportunities offered through the financial aid office at the college. Jobs are not guaranteed.

### **Financial Considerations:**

- Questions for students to ask themselves:
  - How much, if any, can my parents contribute to my college education?
  - Am I willing to take loans to finance my education? If so, how much would I be willing to borrow?
  - Does my anticipated major lead to careers that would make it feasible that I would be able to easily pay off a large loan? If not, do I want to take on a large loan?
  - Does it make financial and educational sense for me to go to a community college and then transfer to a 4-year institution?
  - Is living at home and attending a local college in my best interest (financially, educationally and emotionally)?
- Questions to ask prospective schools:
  - What type of financial aid is available?
  - What percentage of students receive financial aid?
  - What types of work/study jobs are available?
  - Are there jobs available in the greater community?

## **N.C.A.A. ELIGIBILITY REGULATIONS**

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### **Initial Eligibility Basics – Know the Requirements**

College-bound student-athletes who want to compete in N.C.A.A. sports at a Division I or II school need to meet certain division-wide academic and amateurism standards. More information can be found at [www.ncaaclearinghouse.org](http://www.ncaaclearinghouse.org).

### **Division I Initial Eligibility**

For students to be eligible to compete in N.C.A.A. sports during their first year at a Division I school, they must meet standards for their core courses, core-course grade-point average (G.P.A.) and test scores. Students must graduate high school and meet ALL the following requirements:

1. Complete 16 core courses:

- Four years of English
- Three years of math (Algebra 1 or higher)
- Two years of natural/physical science (including one year of lab science if your high school offers it)
- One additional year of English, math or natural/physical science



- Two years of social science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
2. Complete 10 core courses, including seven in English, math or natural/physical science, before the start of their seventh semester. Once students begin their seventh semester, they may not repeat or replace any of those 10 courses to improve their core-course G.P.A.
  3. Earn at least a 2.3 G.P.A. in their core courses.
  4. Earn an S.A.T. combined score or A.C.T. sum score matching their core-course G.P.A. on the Division I sliding scale, which balances test scores and core-course G.P.A. If students have a low test score, they need a higher core-course G.P.A. to be eligible. If they have a low core-course G.P.A., they need a higher test score to be eligible

Students who enroll full time at a Division I school, and have not met all the Division I academic requirements, may not compete in their first year at college. However, if they qualify as an academic redshirt, they may practice during their first term in college and receive an athletics scholarship for the entire year.

The academic redshirt qualification is only for students who enroll full time in college after Aug. 1, 2016.

To qualify as an academic redshirt, a student must graduate high school and meet ALL the following academic requirements:

1. Complete 16 core courses:
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of English, math or natural/physical science
  - Two years of social science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
2. Earn at least a 2.0 G.P.A. in core courses.
3. Earn an S.A.T. combined score or A.C.T. sum score matching his or her core-course G.P.A. on the Division I sliding scale.

### **Core-Course Time Limitations**

Student-athletes who plan to attend a Division I school have four years or eight semesters after starting grade nine to finish the required 16 core courses. Students who enroll full time at a Division I school after Aug. 1, 2016, must complete 10 core courses, including seven in English, math or natural/physical science, before their seventh semester. Once they begin their seventh semester, they may not repeat or replace any of those 10 courses to improve their core-course G.P.A.

Students who graduate on time may complete one additional core-course unit after graduating high school.

The additional core-course unit must be completed within one year after high school graduation and must be completed before the student's first full-time college enrollment. The additional core course unit may be taken at a different school than the high school from which the student graduated as long as the class is on the new school's list of N.C.A.A.-approved courses. If the student takes the additional core course at a school other than the school from which they graduated, the N.C.A.A. Eligibility Center must receive an official transcript from the new school showing the additional core-course grade and credit. If the student takes the additional core course through a program that does not award credit, the course must be awarded credit by a credit-awarding high school.

### **Division II Initial Eligibility**

For students to be eligible to compete in N.C.A.A. sports during their first year at a Division II school, they must meet academic requirements for their core courses, core-course grade-point average (G.P.A.) and test scores.

Students planning to attend a Division II school can complete a minimum of 16 N.C.A.A. core courses after starting grade nine and before they enroll full time in college. There is not a limit to the number of additional courses that students can take if they are planning to enroll in an N.C.A.A. Division II school.

### **Students Who Enroll BEFORE Aug. 1, 2018**

Students must graduate high school and meet ALL the following requirements:

1. Complete 16 core courses:

- Three years of English
- Two years of math (Algebra 1 or higher)
- Two years of natural or physical science (including one year of lab science if your high school offers it)
- Three additional years of English, math or natural or physical science
- Two years of social science
- Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy

2. Earn at least a 2.0 G.P.A. in core courses.

3. Earn an S.A.T. combined score of 820 or an A.C.T. sum score of 68.

If students enroll full time at a Division II school before Aug. 1, 2018, and have not met all the Division II academic requirements, they may not compete their first year in college. However, if they meet the requirements to be a partial qualifier, they may practice and receive an athletics scholarship their first year in college. To be a partial qualifier, they must graduate high school and meet ONE of the following requirements:

1. Earn a 2.0 G.P.A. in 16 core courses:

- Three years of English
- Two years of math (Algebra 1 or higher)
- Two years of natural or physical science (including one year of lab science if your high school offers it)
- Three additional years of English, math or natural or physical science
- Two years of social science
- Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy.

OR

2. Earn an S.A.T. combined score of 820 or an A.C.T. sum score of 68.

### **Students Who Enroll AFTER Aug. 1, 2018**

Students must graduate high school and meet ALL the following requirements:

1. Complete 16 core courses:

- Three years of English.
- Two years of math (Algebra 1 or higher).
- Two years of natural or physical science (including one year of lab science if your high school offers it).
- Three additional years of English, math or natural or physical science
- Two years of social science
- Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy

2. Earn at least a 2.2 G.P.A. in their core courses.

3. Earn an S.A.T. combined score or A.C.T. sum score matching their core-course G.P.A. on the Division II competition sliding scale, which balances test scores and core-course G.P.A. If students have a low test score, they need a higher core-course G.P.A. to be eligible. If they have a low core-course G.P.A., they need a higher test score to be eligible.

Students who enroll full time at a Division II school after Aug. 1, 2018, and have not met all the Division II academic requirements may not compete in their first year at college. However, if they meet the requirements to be a partial qualifier, they may practice during their first term in college and receive an athletics scholarship for the entire year. To be a partial qualifier, they must graduate high school and meet

ALL the following academic requirements:

1. Complete 16 core courses:

- Three years of English.
- Two years of math (Algebra 1 or higher).
- Two years of natural or physical science (including one year of lab science if your high school offers it).
- Three additional years of English, math or natural or physical science
- Two years of social science
- Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy

2. Earn at least a 2.0 G.P.A. in core courses.

3. Earn an S.A.T. combined score or A.C.T. sum score matching their core-course G.P.A. on the Division II partial qualifier sliding scale.

**Students Who Enroll AFTER Aug. 1, 2018**

Students must graduate high school and meet ALL the following requirements:

1. Complete 16 core courses:

- Three years of English
- Two years of math (Algebra 1 or higher)
- Two years of natural or physical science (including one year of lab science if your high school offers it)
- Three additional years of English, math or natural or physical science
- Two years of social science
- Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy

2. Earn an S.A.T. combined score or an A.C.T. sum score that matches your core-course G.P.A. (minimum of 2.2) on the Division II competition sliding scale.

# TESTING AND CAREER PLANNING



# STANDARDIZED TESTING PROGRAMS

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Gorham High School students participate in some mandatory standardized testing programs described below. Many colleges and post-secondary schools also require that applicants to their programs take certain tests during the junior and senior years of high school. General guidelines follow, but it is important for students to check websites of all schools being considered.

## **Northwest Evaluation Association – Measures of Academic Progress (N.W.E.A.-M.A.P.)**

In grades 9 and 10, students will take tests called Measures of Academic Progress (M.A.P.). These tests measure academic growth in Reading, Language Arts and Math from year to year and the current instructional level of each student. Tests will be given on computers and are given three times a year to steadily monitor each student's progress.

## **Armed Services Vocational Aptitude Battery (A.S.V.A.B.)**

In grade 11 students will be able to take the Armed Services Vocational Aptitude Battery (A.S.V.A.B.) by taking the exam at G.H.S. or making arrangements with one of the military recruiters. The task of selecting a career field and developing a plan to realize that goal is both challenging and complicated. This program is designed to help the student learn more about him/her and the world of work, to identify and explore potentially satisfying occupations, and develop an effective strategy to realize goals. For students who wish to pursue the military option, the scores received will determine which type of career they will pursue while in the military or where they will be stationed.

## **Preliminary Scholastic Aptitude Test (P.S.A.T.)**

Sponsored by The College Board, this is a test that measures critical reading, verbal reasoning, mathematical problem-solving and writing skills – those abilities shown to be important for successful academic performance in college. The test also serves as the qualifying exam for the National Merit Scholarship Corporation. Students who plan to take the P.S.A.T./N.M.S.Q.T. will receive a full-length sample test to take for practice, complete with explanations of the kinds of questions asked, test-taking tips, and an answer sheet and instructions for scoring. After the test, students will receive their original test booklet, their answers, a key to the correct answers, and a personalized score report that provides feedback and improvement suggestions based on the student's performance.

### **Why take the P.S.A.T./N.M.S.Q.T.?**

- **To practice for the S.A.T. I.** Because of the similar format, directions and question types, students who take the P.S.A.T., on average, earn higher scores on the S.A.T. I than those who don't.
- **To earn scholarships and academic recognition.** Students who perform well may become eligible to enter the National Merit Scholarship competitions as well as programs that give special recognition to high-achieving Hispanics and African-American students.
- **To begin the college search.** Students can voluntarily place their name in a pool of college-bound students interested in receiving admission and financial aid information from certified college.
- **To see how one's academic skills compare with those of other college-bound students.**
- **To get feedback on how to improve academic skills needed for the S.A.T. I and in college.** The P.S.A.T. "Score Report Plus" gives each student personalized feedback and clearly identifies academic skills that need improvement.

### **Who takes the P.S.A.T./N.M.S.Q.T.?**

College-bound students should plan to take the P.S.A.T./N.M.S.Q.T. in October of their junior year. Sophomore and freshmen students are also encouraged to take the test, but their scores do not qualify for the National Merit Scholarship Program.

#### How does a student register for the P.S.A.T./N.M.S.Q.T.?

The P.S.A.T. is offered in October for juniors and in the spring time for freshmen and sophomores. Registration is handled through the guidance office.

#### How long does the P.S.A.T./N.M.S.Q.T. take?

Two hours and forty-five minutes.

#### Sequence:

Freshmen year: Spring P.S.A.T. 8/9 (this will be administered during the school day)

Sophomore year: Spring P.S.A.T. 10 (this will be administered during the school day)

Junior year – October P.S.A.T. (this will be administered during the school day)

#### **Scholastic Aptitude Test – Reasoning Test (S.A.T. I)**

The S.A.T. I, sponsored by The College Board, is a test measuring critical reading, verbal reasoning, writing, and math problem-solving – those abilities shown to be important for successful academic performance in college.

- Most widely used admissions test among colleges and universities.
- Tests students' knowledge of reading, writing, and mathematics.
- Each section scored on a scale of 200-800, with two writing sub scores for multiple-choice questions and the essay.

#### Why take the S.A.T. I?

- **Admission requirement for many 4-year colleges.** The scores from the S.A.T. I are used as a determining factor in admissions decisions by many 4-year colleges.
- **To see how one's academic skills compare with those of other college-bound students.**

#### Who takes the S.A.T. I?

All juniors will take the S.A.T. I as part of the S.A.T. State Testing Program in the spring of their junior year. Students considering 4-year colleges should plan to take the S.A.T. I again in the fall of their senior year.

#### How does a student register for the S.A.T. I?

For the S.A.T. State Testing Program, all juniors will be registered through the school counseling office. Ms. Lemoine will assist students in the registration process.

The S.A.T. I is offered on specified Saturdays throughout the school year. (Alternative test dates are available to those who cannot test on Saturdays for religious reasons.) Students may register online at [www.collegeboard.org](http://www.collegeboard.org) or by mail using the registration bulletin which is available in the guidance office. Registration deadlines are generally 4-6 weeks prior to the testing date.

#### Sequence:

Junior year – Spring S.A.T. Reasoning Test (this will be administered during the school day) and/or A.C.T.

Senior year – Fall S.A.T. Reasoning Test and/or A.C.T.

#### **Scholastic Aptitude Test – Subject Tests (S.A.T. II)**

The S.A.T. II – Subject Tests, sponsored by The College Board, are one-hour tests that measure knowledge and skills in particular subject areas and in writing.

- One hour tests that measure your knowledge and skills in particular subject areas.
- Given on the same dates as the S.A.T. Reasoning Test.
- Take up to 3 subject tests on one date.
- Usually recommended or required by the more competitive schools.

### Why take the S.A.T. II?

- **Admission requirement for many 4-year colleges.** The scores from the S.A.T. II are used as a determining factor in admissions decisions by many of the more selective 4-year colleges.
- **To see how one's academic skills compare with those of other college-bound students.**

### Who takes the S.A.T. II?

Students considering the more selective 4-year colleges should plan to take the S.A.T. II – in a particular subject area after completing the high school course in that subject. Exceptions to this are the S.A.T. II – Literature and Math I tests, which students usually take in the spring of their junior year or in the fall of their senior year. It is important to confer with Ms. Lemoine to determine the best time for him/her to take a particular S.A.T. II – Subject Test, as each individual student's academic profile is different. As well, the student should refer to the college's website to get specific information.

### How does a student register for the S.A.T. II?

The S.A.T. II is offered on specified Saturdays throughout the school year. (Alternative test dates are available to those who cannot test on Saturdays for religious reasons.) Students may register online at [www.collegeboard.org](http://www.collegeboard.org) or by mail using the registration bulletin which is available in the guidance office. Registration deadlines are generally 4-6 weeks prior to the testing date.

### Sequence:

Junior year –Spring S.A.T. Subject Tests as appropriate

Senior year –Fall S.A.T. Subject Tests as appropriate

### **Anticipated 2018-2019 S.A.T. I or S.A.T. II Test Dates**

August 25, 2018

October 6, 2018

November 3, 2018

December 1, 2018

March 9, 2019

May 4, 2019

June 1, 2019

Note: Because of our proximity to several other testing centers, the College Board will not recognize us as at a testing center for the S.A.T. exams. Gorham High School students will be able to take the exam at any level test center such as Berlin High School or Gould Academy.

### **S.A.T. Fee-Waiver Service**

- Students on free/reduced lunch are eligible for fee waivers.
- Fee waivers are distributed by Ms. Lemoine. Please see her before the deadline.
- Two (2) S.A.T. Reasoning Test registrations.
- Two (2) Subject Test registrations (for a maximum of six Subject Tests).
- Waivers do not cover late registration fees.
- In order to get fee waivers for college applications, students must utilize fee waivers for the S.A.T. tests.
- Students on free/reduced lunch receive up to four (4) additional flexible score reports.

### **Score Reporting**

- Colleges require official score reports be sent directly to them from the College Board.
- You receive four (4) free score reports when you register for the S.A.T. Scores are sent automatically to you and your chosen colleges and scholarship programs.
- Within nine (9) days of taking the test, you will be able to add, change or remove a college or a scholarship program from your score report recipient list.
- If you need more than four score reports, or if you do not take advantage of the free reports at registration, you will be charged a fee for each additional report.

### **Advanced Placement (A.P.)**

Advanced Placement (A.P.) examinations, sponsored by The College Board, are three-hour exams based on a full-year, college-level course in high school. The exams are given once a year in May.

#### **Who take A.P. exams?**

Students enrolled in Advanced Placement courses in high school will take the respective exam in May, near the completion of the course. Scores from the A.P. exams may be used in college credit and placement.

#### **How does a student register for the A.P. exams?**

Students will need to complete registration through the school counselor's office.

#### **Sequence:**

Junior year – A.P. Exams in May (this will be administered during the school day)

Senior year – A.P. Exams in May (this will be administered during the school day)

For more information on the P.S.A.T./N.M.S.Q.T., S.A.T. I, S.A.T. II or A.P. exams including registration and testing dates, please contact the guidance office or visit [www.collegeboard.org](http://www.collegeboard.org). Our high school C.E.E.B. number is 300220. This code is needed when registering for all College Board examinations and when applying to all colleges.

### **American College Testing (A.C.T.) Program**

The A.C.T., sponsored by The American College Testing Program, is a test that measures developed reasoning skills in the context of acquired subject-matter expertise. The test is divided into four 35-50 minute tests in the area on English usage, mathematics, social science reading, and natural science readings.

- Accepted by all four-year colleges and universities in the U.S.
- Test includes four multiple-choice tests in English, mathematics, reading and science plus a 30-minute writing test.

#### **Why take the A.C.T.?**

- **Admissions requirement for many 4-year colleges.** The scores from the A.C.T. are used as a determining factor in admissions decisions by many 4-year colleges. Colleges may accept the A.C.T. in lieu of the S.A.T.
- **To see how one's academic skills compare with those of other college-bound students.**

#### **Who takes the A.C.T.?**

Students considering attending 4-year colleges may take the A.C.T. in lieu of the S.A.T. if their potential college accepts it, although students in the northeast region of the country generally take the S.A.T. It is important to confer with your guidance counselor to determine the appropriate testing option, as each individual student's academic profile is different.

#### **How does a student register for the A.C.T.?**

The A.C.T. is offered on specified Saturdays throughout the school year. (Alternative test dates are available to those who cannot test on Saturdays for religious reasons.) Students may register online at [www.actstudent.org](http://www.actstudent.org) or by mail using the registration bulletin which is available in the guidance office. Registration deadlines are generally 4-6 weeks prior to the testing date.

Our high school C.E.E.B. number is 300220. This code is needed when registering for the A.C.T. examination and when applying to all colleges.



**Anticipated 2018-2019 A.C.T. Test Dates**

September 8, 2018  
October 27, 2018  
December 8, 2018  
February 9, 2019  
April 13, 2019  
June 8, 2019  
July 13, 2019

**A.C.T. Fee-Waiver Service**

- Students on free/reduced lunch are eligible for fee waivers.
- Fee waivers are distributed by the director of school counseling.
- Maximum of two (2) separate fee waivers total. The waiver is used once you register, even if you do not test on the requested test date.
- Waivers do not cover the late registration fees.
- In order to get fee waivers for college applications, students must utilize fee waivers for the A.C.T. tests.

**Score Reporting**

- College require official score reports sent from A.C.T.
- Remember to take advantage of your four (4) free score reports when you register for the A.C.T. Scores are sent automatically to you and your chosen colleges and scholarship programs.
- If you need more than four score reports, or if you do not take advantage of the free reports at registration, you will be charged a fee for each additional report.

# A.C.T. VS. S.A.T.: KEY DIFFERENCES

Which test is a better fit for you? If you're not sure, consider taking both tests to determine your best performance. Some students find that the A.C.T. caters to their strengths more so than the S.A.T., and vice versa. Colleges will accept either test.

<b>S.A.T.</b>	<b>VS.</b>	<b>A.C.T.</b>
<i>Reasoning (aptitude) test.</i>	<b>Type of Test</b>	<i>Content-based (achievement) test.</i>
<i>Critical Reading, Math, Writing</i>	<b>Test Format</b>	<i>English, Math, Reading, Science, Writing (optional)</i>
<i>Reading, Vocabulary, Grammar &amp; Usage, Writing, and Math</i>	<b>Content Covered</b>	<i>Grammar &amp; Usage, Math, Reading, Science Reasoning, and Writing (optional).</i>
<i>Questions can be phrased in ways that make them difficult to decipher.</i>	<b>Test Style</b>	<i>Straightforward, questions may be long but are usually less difficult to decipher.</i>
<i>Scores in each section will range between a 200-800; total SAT score ranges between 600-2400.</i>	<b>Scoring</b>	<i>Scores in each section will range between 1-36. Composite ACT score is the average of your scores on the four sections; ranges between 1-36.</i>
<i>Yes – you lose an extra ¼ of a point for incorrect answers (except on the grid-in math questions)</i>	<b>Penalty for Wrong Answers?</b>	<i>No – you do not lose points for incorrect answers.</i>
<i>Yes – you can choose which set(s) of S.A.T. scores to submit to colleges.</i>	<b>Score Choice?</b>	<i>Yes – you can choose which set(s) of A.C.T. scores to submit to colleges.</i>
<i>Questions increase in difficulty level as you move through that question type in a section (except reading passage questions, which progress chronologically through the passage).</i>	<b>Difficulty Levels</b>	<i>Difficulty level of the questions is random.</i>
<i>Arithmetic, Data Analysis, Algebra I and II, Functions, Geometry; formulas are provided in the test booklet.</i>	<b>Math Levels</b>	<i>Arithmetic, Algebra I and II, Functions, Geometry, Trigonometry; no formulas are provided.</i>
<i>Seven times per year: October, November, December, January, March or April, May, June.</i>	<b>Offered When?</b>	<i>Six times per year: September, October, December, February, April, June</i>

# CAREER PLANNING

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## **STEP 1**

Decide what you want from a job/career. Ask yourself:

1. What is most important to me – making money, having a steady job, being my own boss, or helping others?
2. Do I want to work indoors or outdoors? Do I want to work with people or do I want to work with machines? Do I enjoy working with ideas or do I want to work in a production line?

## **STEP 2**

Identify careers related to your interests, abilities, and experiences. Ask yourself, "What are my greatest assets?" The assets that will have the greatest impact on your future choices are your: talents and abilities, intelligence, motivation, friends, education, family, experiences, appearance, and health.

## **STEP 3**

Find out about the types of training and education that are available. Ask yourself, "Do I need to attend a technical college, a trade school, a 4-year college or graduate school?"

## **STEP 4**

Learn more about the careers that offer what you want in life. Ask yourself:

1. What would I actually do each day?
2. Would this career satisfy my needs and goals?
3. Will this career still be available when I am ready to work?
4. Can I do a school-to-career to help me decide if this is the correct career for me?

## **STEP 5**

Set some career goals for yourself. Ask yourself:

1. What education, training or career would I like to have 5 or 10 years from now?
2. How much responsibility would I like to have?
3. Do I want to be in charge?
4. What do I need for an education to succeed?

## **STEP 6**

Find out what you must do to reach these goals. Ask yourself,

1. Do I need part-time work experience, more education, and/or financial aid to reach my goals?
2. What specific decisions must I make?
3. What must I do at this time?
4. What about in the future?

## **STEP 7**

Prepare for the decisions you have to make. Keep your options open. Consider the following steps:

1. Define your goals.
2. Collect any relevant data.
3. Study possible alternatives.
4. Consider all possibilities of the outcomes.
5. Make your decisions and be ready to make changes.

Your parents, teachers, Ms. Lemoine, friends, and other important persons in your life are here to help you with the various steps in your planning. Career planning can begin anytime you are ready.

## COLLEGE OR OTHER OPTIONS?

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In addition to attending a four-year college or university, there are many other options for spending the years after high school. You may prefer a career or vocational college or institute, or choose to enlist in the military. Perhaps you want to find an internship that allows you to explore your career choice further before making a commitment. Some students take a year off between high school and college, a “gap year,” to either refine their interests, perform community service or fulfill a goal or dream.

Below are post-secondary options to explore with your school counselor:

### **Gap Year**

Many students are not yet ready or prefer not to go directly to college or to some other degree-granting educational program immediately after completing high school. While some of these students may choose a year at a prep school, join the military, or work full time before enrolling at a college, many others seek some other alternatives for a single transition year, such as a travel adventure or an internship experience. In a process called deferred admissions, students can apply to college in the fall of the senior year, and in the spring ask permission of the college they wish to attend to defer admission for one year. In some cases admission can also be deferred until the following January. In other words, students wanting to pursue this option can maintain acceptance to a college but not begin until a year or six months later. A student and a family who are considering this option should discuss the idea with Ms. Lemoine.

### **Apprenticeship Training**

An apprenticeship is a formal way of learning a skill or trade by working with someone who works at that particular job. Apprenticeship programs almost always include class study along with a full-time job. Apprenticeships usually cover periods of time specified by the government or labor unions. Time spent in an apprenticeship depends on the difficulty of the skill to be learned. While most programs are between three and four years, a few can be as short as two years or as long as five or six years. One advantage of an apprenticeship is that rather than paying for the training him/herself, the apprentice is being paid while learning a skill. The number of apprenticeship openings is limited and not all qualified applicants can enter such programs. Tests and personal interviews are often required. Occupations with apprenticeship training include carpentry, plumbing, etc.

### **Business, Trade or Technical Programs**

Students may opt to pursue further training in business, trade or technical programs. Regional vocational technical schools and community colleges offer many such programs. The training provided is practical and prepares students for employment in specific fields. Students can be trained in secretarial skills, computer programming, electronics, auto repair, cosmetology, drafting, health occupations, travel and tourism, and other careers. Job placement services are usually available upon completion of a program. The length of a program varies from several weeks to several years. Costs can also vary depending upon the length and quality of training.

## GOING INTO THE ARMED SERVICES

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The Armed Services represent yet another educational, training, and employment option. They offer you positions that cover a broad range of employment areas, including but not limited to military police, electronics, mechanics, medicine, computers, personnel, and supply. The military is much like any other employer; they look for the most qualified and capable candidates they can find. They

hire people with skills and people who are motivated. Here again, your solid high school record will secure a job and any training opportunities that you may seek. You should meet with Ms. Lemoine and a military recruiter no later than the fall of your senior year.

Recruiters from all branches of the Armed Services are eager to explain the advantages of receiving either career training or an education through the Armed Services. Students who choose to serve in the military first can receive funding toward educational expenses in return for an active duty tour. Or students can serve part-time in the reserves and receive educational funding in return for their commitment. Scholarships are also offered for enrolling in a R.O.T.C. Scholarship Program at select universities. Students must take the A.S.V.A.B. exam before speaking to a recruiter as what jobs you qualify for are dependent on your scores. Please see Ms. Lemoine if you have any questions or would like to explore the military as an option.

Army – [www.goarmy.com](http://www.goarmy.com)

Army National Guard – [www.1-800-GO-GUARD.com](http://www.1-800-GO-GUARD.com)

Navy – [www.navy.com](http://www.navy.com)

Air Force – [www.airforce.com](http://www.airforce.com)

Marine Corps – [www.marines.com](http://www.marines.com)

Coast Guard – [www.gocoastguard.com](http://www.gocoastguard.com)

## GOING TO SCHOOL PART TIME

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Many students go to work after high school, but they also continue their education on a part-time basis. We are fortunate to have White Mountains Community College and Granite State College in our community that offer evening courses for people who must work during the day. There are also many opportunities to receive degrees from accredited programs on-line.

Community/technical colleges offer a wide range of career-oriented courses. An associate's degree may be earned. This is an affordable option for students wanting to transfer to a selective four-year college. Locally, we have White Mountains Community College available to us. An articulation agreement has been signed with Plymouth State University, Keene State College, and University of New Hampshire (Durham and Manchester). This agreement is designed to make it easier for a student at a two-year college to transfer to a four-year college, based on an agreement between the colleges about accepting course credits. Articulation agreements spell out which courses are eligible for degree credit at the four-year college, and the grades they must earn.

## GOING TO WORK AFTER HIGH SCHOOL

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Some Gorham High School graduates will choose to go to work right after graduation. Your high school record of grades, activities, and behavior will be very important to your getting a good job. Employees look at your work habits, initiative, reliability, attendance, punctuality, and your ability to get along with others.

# SCHEDULING INFORMATION



# COURSE DESCRIPTIONS

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Parents/guardians and students will receive (in each class in which a student is enrolled) a Course Description, which will include, but is not limited to:

- Academic discipline
- Course title
- Duration of course (quarter, semester, full year)
- A brief description/outline of the course content
- Materials needed for course (notebook, journal, pencils, compass, calculator, etc.)
- Reading (text or list of books)
- Writing (types and frequency of writing)
- Homework expectations
- Classroom activities
- Methods of assessment (frequency of tests, projects, turn-around time for the return of papers and quizzes/tests, etc.)
- Grading criteria (for example: percentage for tests, papers, quizzes, projects, behavior, attendance, final exam, etc.)
- Briefly stated expectations/outcomes for the course (what a student will know and be able to do at the completion of the course of study). Examples: 1) Students will be able to read actively and critically for a variety of purposes; 2) Students will be able to write using standard English for a variety of purposes and audiences; and 3) Students will demonstrate the ability to reason effectively and to solve problems.

## ACADEMIC PROGRAM

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The competitiveness of your academic program and the quality of the work you do during your four years at Gorham High School will serve as your resume to a post-secondary education. Your scholastic record, submitted on your high school transcript, is considered the most important factor in determining your chances for admission.

Although students' abilities differ and grades are as diverse as each applicant, you should carry the strongest, most competitive program that you can throughout your four years of high school. Remember, your senior year is very important all the way to the end.

A strong program is one which allows a student to be enrolled in courses that vary and include reading and writing, mathematics, science, world languages, courses in fine arts, computers, business, family and consumer sciences, and vocational/technical education. All of these programs broaden your knowledge and produce lifelong interests.

## DO YOU HAVE A FOUR-YEAR PLAN?

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A part of planning your future is scheduling the appropriate courses in high school so you can reach your career goals. A four-year plan is an individualized tentative schedule developed for each year of your high school career. A four-year plan will help you think about your future educational goals and plan your high school courses to compliment your goals. Remember, your school counselor, teachers, and parents can help you! First, think about the education and training plans that you are willing to consider. Second, plan your courses.

- \_\_\_ Vocational/technical training while in high school.
- \_\_\_ A post graduate year after high school.
- \_\_\_ One to two years at a community or technical college.
- \_\_\_ Apprenticeship training of two to six years.
- \_\_\_ Up to four years at a college or university.
- \_\_\_ Five to eight years of college to earn a graduate degree.
- \_\_\_ Military training from two to four years.

Be sure to review your credit history documents that Ms. Lemoine provides to you so that you can plan out your 4-year program.



# HIGH 4-YEAR DEGREE FOUR-YEAR PLAN

	ENGLISH	MATH		SCIENCE			SOCIAL STUDIES	
	Liberal Arts Focus	A.P. Calculus Pathway		Life Sciences	S.T.E.M.	Physical Science	Humanities Focus	
Gr 9	Read/Write	Math 1	Math 1	Integrated Science A & B  S.T.E.M.	Integrated Science A & B  S.T.E.M.	Integrated Science A & B  S.T.E.M.	World History Level 1	World History Level 1
Gr 10	British Literature Level 1  2 Electives	Math 2  Math 3	Math 1  Math 2	Pre-A.P. Biology (preferred) OR Biology Level 1	A.P. Computer Science Principles*		Economics  N.H. Studies	Economics  N.H. Studies
Gr 11	A.P. English Literature (includes A.P. summer reading)  Analytical Thinking-English  2 Electives	Precalculus  Analytical Thinking-Math	Math 3  Precalculus  Analytical Thinking-Math	R.S. Anatomy & Physiology	A.P. Computer Science Principles*	A.P. Chemistry AND/OR Physics Honors**	A.P. U.S. History  R.S. Electives	U.S. History Honors  R.S. Electives
Gr 12	R.S. College Composition  World Literature Honors  2 Electives	A.P. Calculus	A.P. Calculus	A.P. Biology	A.P. Computer Science Principles*	A.P. Chemistry AND/OR Physics Honors**	A.P. U.S. History  R.S. Electives	R.S. Electives

\*May be taken any year grade 10, 11, or 12. \*\*At least concurrently enrolled in Precalculus.

# 4-YEAR DEGREE FOUR-YEAR PLAN

	ENGLISH		MATH	SCIENCE			SOCIAL STUDIES
	Liberal Arts Focus	Math/Science Focus		Life Sciences	S.T.E.M.	Physical Science	Humanities Focus
<b>Gr. 9</b>	Read/Write	Read/Write	Math 1	Integrated Science A & B  S.T.E.M.	Integrated Science A & B  S.T.E.M.	Integrated Science A & B  S.T.E.M.	World History Level 2 or Higher
<b>Gr. 10</b>	British Literature Level 1  Electives	British Literature Level 3 or Higher	Math 1  Math 2	Biology Level 1 (preferred) OR Biology Level 2	Intro. to Computer Science AND/OR S.T.E.M. Tech		Economics  N.H. Studies
<b>Gr. 11</b>	American Literature Honors  Analytical Thinking-English  Electives	American Literature Level 2 or Higher  Analytical Thinking-English	Math 3  Analytical Thinking-Math	R.S. Anatomy & Physiology (medical field focus)	A.P. Computer Science Principles	Chemistry	U.S. History Level 1 or Higher  R.S. Electives
<b>Gr. 12</b>	A.P. English Literature OR R.S. College Composition  World Literatures Honors  Electives	Senior Paper/Public Speaking  World Literature Level 2 or Higher	Precalculus  Statistics	Forensic Science*  Human Biology*		A.P. Chemistry* AND/OR Physics Honors**	R.S. Electives

\*Optional

\*\*At least concurrently enrolled in Precalculus.

# COLLEGE & CAREER READY FOUR-YEAR PLAN

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	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
<b>Gr. 9</b>	Read/Write	Math 1	Integrated Science A & B  S.T.E.M.	World History Level 3 or Higher
<b>Gr. 10</b>	British Literature Level 3 or Higher	Math 1/2	Biology Level 2 OR Biology Level 3  S.T.E.M. Tech	Economics  N.H. Studies
<b>Gr. 11</b>	American Literature Level 3 or Higher  Analytical Thinking- English	Math 2/3  Analytical Thinking-Math	Career & Technical Education Program at B.H.S. (2-year)	U.S. History Level 2 or Higher
<b>Gr. 12</b>	Senior Paper/Public Speaking  World Literature Level 3 or Higher	Personal Finance  Intro. to Statistics	Career & Technical Educational Program at B.H.S. (2-year)  S.T.E.M. Entrepreneur	Electives

### **It Couldn't Be Done**

*Somebody said that it couldn't be done,  
But, he with a chuckle replied  
That "maybe it couldn't," but he would be one  
Who wouldn't say so till he'd tried.  
So he buckled right in with the trace of a grin  
On his face. If he worried he hid it.  
He started to sing as he tackled the thing  
That couldn't be done, and he did it.  
Somebody scoffed: "Oh, you'll never do that;  
At least no one has done it;"  
But he took off his coat and he took off his hat,  
And the first thing we knew he'd begun it.  
With a lift of his chin and bit of a grin,  
Without any doubting or quiddity,  
He started to sing as he tackled the thing  
That couldn't be done, and he did it.  
There are thousands to tell you it cannot be done,  
There are thousands to prophesy failure;  
There are thousands to point out to you one by one,  
The dangers that wait to assail you.  
But just buckle it in with a bit of a grin,  
Just take off your coat and go to it;  
Just start to sing as you tackle the thing  
That "couldn't be done" and you'll do it.*

*- Edgar A. Guest -*

# COURSE DESCRIPTIONS

All prerequisites are listed to assist students in appropriate course selections. It is important to note that it is impossible to write prerequisites that apply to all students in every possible situation. As such, prerequisite demands may be bypassed in special circumstances with guidance, administrative, and teacher approval.



# ADVISORY

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## **ADVISORY**

Grades 9-12

0.5 credit

36 weeks

Prerequisites: None

Learning Expectations: 1.2, 2.1, 2.3, 3.2

Heterogeneous Grouping

Research shows that students learn best when they are known, when they are cared about, and when they can turn to someone for individual attention. It is our hope that each student will have at least one adult in the building with whom they form a meaningful relationship with. To assist in that effort, all students are assigned an advisor, who will serve as their mentor during their four years at Gorham High School and guide them throughout the high school experience. The advisor will act as a mentor, guide and advocate for his or her advisees.

Advisory meets twice a week and the program strives to foster all students to actively pursue social, personal, and academic goals. Students will utilize their own strengths and recognize and improve upon their weaknesses while displaying respect and compassion for themselves and others. By participating in a variety of activities during advisory, students will develop a closer connection to our school and with their peers in order to improve our overall school culture and climate.

The advisors will be provided with lessons that are encouraged to utilize.

Curriculum topics to include:

- Diversity
- Teacher Resources
- Team Building
- Perseverance
- Character
- Goal Setting
- Citizenship
- Fillers/Games/Discussions
- School-wide Activities
- Healthy Relationships

Each year, Advisory will have a different theme and essential question to guide students through their experience at G.H.S. The theme and essential question will frame the curriculum and general expectations of the year.



**Instructor:**  
**Chris Graham**

Gorham High School art classes are designed to teach students the elements and principles of design, to foster creativity, to acquaint students to art history, to expose students to a variety of different media and to teach students basic art making techniques. Emphasis is placed on effort and improvement. Students are required to be open to new things and will be asked to explain and defend their aesthetic choices. Our courses provide the chance to explore many different media and allow students to grow artistically. Those students interested in pursuing art will be encouraged to create a portfolio of work during junior and senior years.

Art course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Studio Art	9	10	11	12	0.5
Fundamentals of Digital Photography	9	10	11	12	0.5
Ceramics	9	10	11	12	0.5
Printmaking	9	10	11	12	0.5
Adventure Arts	9	10	11	12	0.5
Painting	9	10	11	12	0.5
Sculpture	9	10	11	12	0.5
Video Production	9	10	11	12	0.5
Digital Media	9	10	11	12	0.5
Advanced Digital Media	9	10	11	12	0.5
Computer Animation	9	10	11	12	0.5
Fine Arts Portfolio	9	10	11	12	1.0

**Unless otherwise noted, the following courses would fulfill the graduation requirement for Fine Arts.**

**These Courses Were Offered During the 2017-18 School Year**

## **STUDIO ART**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

The studio art course is nine weeks in length and serves as the prerequisite for all other Art classes. In this course, students will examine the seven elements (Line, Form, Shape, Space, Texture, Value and Color) and eight principles of art and design (Rhythm, Movement, Balance, Variety, Gradation, Harmony, Repetition, and Proportion). Through various projects, discussions and lessons, students will learn how to better express themselves in creative and meaningful ways and will be exposed to a number of different art mediums. The focus of the course will revolve around gaining both a verbal understanding of the language of art as well as developing a working knowledge of the elements and principles of art. Lessons may have art history components and students will become familiar with the various art movements of our time. Students will be graded on effort, creativity, craftsmanship, and proper completion of projects and assignments.

## **FUNDAMENTALS OF DIGITAL PHOTOGRAPHY**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.2, 3.1

Heterogeneous Grouping

This course is designed for students who are interested in learning the fundamentals of digital photographic manipulation and, or computer generated graphics. It will cover the elements of photographic composition, as well as the basic to intermediate features of Adobe Photoshop. The Elements of Art and the State of New Hampshire Visual Arts Standards will guide the curriculum as students develop visual understanding and apply critical thinking skills. The history of photography and the camera will be covered.

## **CERAMICS**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.2, 3.1

Heterogeneous Grouping

In this nine week course, students will learn the various processes and techniques of ceramics and explore new methods of art making in the three-dimensional realm. We will focus on hand building, and will experiment with wheel-throwing, glazing, hand painting and firing techniques. We will create both functional and non-functional pieces and will research and study the history of ceramics and the role of ceramics and clay sculpture in contemporary art. Students will be graded on effort, craftsmanship, creativity and completion.

## **PRINTMAKING**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.1, 3.1

Heterogeneous Grouping

In this course, we will examine and practice basic intaglio and relief printmaking techniques. We will explore the historical significance of making multiples (series) and the artistic impact of printmaking. We will research and discuss the work of past and present artists and examine their works as we develop our own styles and signatures. Projects may include: linoleum block printing, dry point etching, Styrofoam prints, embossing, collographs, monotypes and silkscreen printing. As a final project, students will develop and create their own edition of prints for exhibit. Grades will be determined by effort, creativity, craftsmanship, and completeness of final projects.

## **ADVENTURE ARTS**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.3, 3.1

Heterogeneous Grouping

This nine week course is designed to take advantage of the incredible natural setting that surrounds Gorham High School by integrating the arts with the outdoors in a unique course offering. Adventure Arts will introduce and expose students to the various natural surroundings on a close and personal level with hopes to open their eyes to the importance and wonders of an ecological world that exists beyond the four walls of their homes or school building.

Participants will research and present a PowerPoint slide show on an adventure artist of their choice and will discuss the impact and influence the artists' work made in both the outdoor and art worlds. In addition, students will use various art techniques to express their understanding and will



incorporate the elements and principles of art in each piece. Near the end of the quarter, students will complete an illustrated nature guide depicting flora and fauna of the local area.

Students will also learn about the art of traveling safely and respectfully in a wilderness setting. Low impact travel techniques and stewardship will be stressed throughout the 9-week period; and a "Leave no Trace" ethic will be instilled on all who participate. They will learn to take risks, accept leadership roles, and learn about group dynamic and what it means to be a trusted and integral member of a team.

Backcountry travel, hiking and climbing systems will be covered in the 8<sup>th</sup> week which will culminate in a one week period of testing their skills and understanding while rock climbing in a safe and controlled environment.

#### **These Courses Were Offered During the 2016-17 School Year**

### **PAINTING**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.1, 3.1

Heterogeneous Grouping

During this course, students will learn various techniques in painting as well as the history of the media. Students will work in watercolor, acrylics, paint sticks, and water-based oil paints. Students will explore various methods of paint application. Emphasis will be placed on the color wheel and making appropriate and interesting color choices. Students will become familiar with historical painters as well as contemporary painters. A variety of different styles of painting will be introduced allowing students to have a chance to develop their skills in many different areas. Students will be graded on effort, creativity, technique and project-specific areas. Students will be required to keep a sketchbook.

### **SCULPTURE**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.1, 3.1

Heterogeneous Grouping

In this course, students will work three dimensionally and will explore various methods of creating sculpture. Students will work in wood, paper, clay, wire and found objects. Students will be graded on effort, creativity, craftsmanship and project specific areas. Students will study the development of sculpture throughout art history. Projects will vary in size and emphasis will be placed on concept, skilled use of material, and craftsmanship. Projects may include: mobiles, found object sculptures, figurative pieces and an artist presentation.

### **VIDEO PRODUCTION**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.2, 1.3, 2.3, 3.1

Heterogeneous Grouping

This course is an exploration in digital editing and video production. Students will be asked to cut and paste digital video and audio clips into scenes with smooth transitions. The student should enjoy a self-directed learning environment and have interest in creating and filming movies and/or videos. Students will be allowed to create and select projects using a variety of editing equipment.

**DIGITAL MEDIA**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.2, 3.1

Heterogeneous Grouping

In this course, students will use Adobe Photoshop to explore the craft of digital photography, to create visual art presentations, and to learn the finer points of the fundamentals of design as they apply to the medium of digital art. Students will learn the mechanics of the camera which include aperture settings, shutter speed, exposure, depth of field and composition. Students will complete various exercises designed to help students become more familiar with the program and will create art projects that demonstrate their skills and mastery of the program. Students will be exposed to the changing roles of technology in art and will research and explore the history of digital media (which will include the various contemporary digital artists of our time). Projects may include: collage, large-scale works, installation pieces, and presentations. Students will be graded on effort, creativity, and craftsmanship as well as clear demonstration of mastery of the program and its tools, and other project specific areas. Students should have an equal interest in fine art and computers.

**ADVANCED DIGITAL MEDIA**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: Digital Media

Learning Expectations: 1.1, 1.2, 2.2, 3.1

Heterogeneous Grouping

Students will continue to practice and reinforce the skills and concepts learned in Digital Media. More advanced techniques will be introduced and students will be involved in exploring the creative process through combination and integration of computer and multi-media art ideas and procedures; and will work both individually and in group settings.

<b>These Courses Have Been Offered in the Past</b>
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**COMPUTER ANIMATION**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.2, 3.1

Heterogeneous Grouping

The computer animation course is a nine-week, intensive course that will introduce and investigate the various techniques for computer animation such as key framing, procedural methods, motion capture, and simulation. The course will also include an overview of story-boarding, scene composition, lighting and sound track generation. The course will explore current research topics in computer animation such as dynamic simulation of flexible and rigid objects, automatically generated control systems, and evolution of behaviors. Students will create a final digital animation and will present it in class.

Software programs: Toon Boom Studio 4.5 (academic) and Adobe Photoshop

**FINE ARTS PORTFOLIO**

Grades 9-12

1.0 credit

18 weeks

Prerequisites: Teacher Approval

Learning Expectations: 1.2, 1.3, 2.3, 3.1

Heterogeneous Grouping

Upon teacher approval (student work or portfolio review), students who demonstrate interest, talent, and a strong self-directed work ethic may study independently to work on developing a final portfolio. Students are expected to be self-motivated and should wish to further their education in the Fine Arts. All portfolio final projects shall demonstrate advanced technical skills, heightened creativity craftsmanship and theme. Students will be expected to keep an ongoing sketch book throughout the 18 weeks of study and will be graded not only on the final portfolio and exhibit, but on the process of developing their ideas as well. Portfolios may be comprised of a single medium such as: Digital Photography, Drawing, Sculpture, Ceramics, Digital Media, Painting, or a multiple of media approach.

### **INDEPENDENT STUDY**

Grades 9-12

1.0 credit

18 weeks

Prerequisites: Teacher Approval

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

Upon teacher approval (student work or portfolio review), students who demonstrate interest, talent, and a strong self-directed work ethic may study independently and/or work on developing a final portfolio. Students are expected to be self-motivated and should wish to further their education in the Fine Arts. All independent final projects shall demonstrate advanced technical skills, heightened creativity, craftsmanship and Theme. Students will be expected to keep an ongoing sketch book throughout the 18 weeks of study and will be graded not only on the final portfolio and exhibit, but on the process of developing their ideas as well.

# CAPSTONE PROJECT



**Advisor:**  
**Christine Lemoine**

The Gorham School Board voted unanimously in October of 1997 to make Capstone Project a mandatory 0.5 credit course for all GHS students. Each student who successfully completes a Capstone Project will receive an academic credit (0.5) - entitled "Capstone Project" - for doing so.

In April of 2017, the G.R.S. School Board approved changes to Capstone Project. The first was a name change from Senior Project to Capstone Project. Next, students will be allowed to select from three options – 1) Honors; 2) Career Focused; 3) Project Based. Starting with the 2017-2018 school year, all members of the junior class will begin a now two-year process. Year one will be to complete the requirements for the project hours. It will be due prior to entering their senior year. Year two will be for them to complete their career portfolios, written requirements, paper/journals, slideshow, display board, and prepare for their presentation in May.

We have focused on the project being career-related to provide all of our students with an educational experience that prepares them to be college and career ready. This opportunity will allow students to reflect on their career goals, research career fields they wish to pursue following high school, and compile evidence of career-related experiences. They will complete 8-10 career or goal objectives, which will be displayed in their career portfolio. Their final project will demonstrate their ability to think critically and creatively, communicate effectively, and apply their knowledge to real world issues and scenarios.

Capstone Project offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Capstone Honors Project			11	12	0.5
Career-Focused Internship Project			11	12	0.5
Project Based Project			11	12	0.5

## **Rationale**

The Capstone Project is a culminating academic and intellectual experience for students as they prepare to head towards life after high school. Capstone projects may take a wide variety of forms, but most are long-term investigative projects that culminate in final products, presentations, or performances. They can include substantial community service or an internship (separate from a school-to-career) as well as creating a product. They are asked to select a topic in an area of interest, maintain a professional portfolio of findings and/or results, create a final product demonstrating their learning acquisition or conclusions as well as create a slideshow and a tri-fold poster board to present to the community in May on Capstone Project evening.

These projects are designed to encourage students to think critically, solve challenging problems and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, goal setting - all skills that will help prepare them for college, careers, and adult life. In most cases, the projects are also interdisciplinary in the sense that they require students to apply skills or investigate issues across many different subject areas or domains of knowledge.

The following are a few educational goals of Capstone Project:

- Increase student motivation and engagement

- Increase educational & career aspirations to make sure they are headed to correct field of study
- Improve student confidence and self-perceptions
- Demonstrate learning and proficiency and independent learning and problem solving
- Use effective self-evaluation, time management and communication skills
- Set goals, create a plan and follow through
- In some cases, give back to the community, school, or our society
- Leave a legacy behind of time spent in our community
- Provide them an opportunity to refine their skills with technology, putting together a significant project, display board and slideshow, and presenting in a formal manner to our community.

### **Nature of Projects**

Capstone Projects fall into the following categories:

- Internships/Research: Students set up formal internships and research projects with a variety of business, artistic, educational, medical, or government organizations. Apprenticeships with individuals (chefs, mechanics, journalists, for example) will also be considered
- Entrepreneurship: Students create and implement a model/plan for their own business
- Fine Arts/Craftsmanship:
- Performing Arts: Students may choose from one of the following
  - Students prepare and perform in a musical recital
  - Students write, direct, and/or perform in a drama production
  - Students choreograph and/or perform dance compositions
  - Students do in-depth work and/or design for one of the areas of technical production
- Writing: Students create a written composition (novel, short novel, poetry collection, play, screenplay, etc.)

### **Expectations**

Each student is encouraged to engage in a personalized learning experience and they are given the opportunities to demonstrate and display the academic expectations in our mission statement. The project can take on many shapes and should be driven by the student's interests and abilities. The students will be working on their career/goal objectives and will show mastery in the career portfolio that is required. Requirements for the career portfolio, to name a few, are to complete a resume, a cover letter, letter of intent, and reflective writing. Students will also work on a slideshow and a display board, and will present in May of their senior year to the community members in an formal evening presentation (Capstone Project Night). A minimum of 30 hours are required for hands-on, time spent to develop their project. Each project will need to meet specific academic expectations and an established timeline. This independent project may require students to complete internships, conduct research, or engage in artistic or creative endeavors while managing their time.

Projects will be conceived and carried out on an individualized basis with the supervision and direction of the Capstone advisor, Ms. Lemoine. With her direction, a few examples would be, the student may design a project that can include an internship, community service, learning about lesson plans and then implementing one, or possibly writing and publishing a book. The topic is helpful when it is career based as it is a great way to see if they are heading in a field that is a good fit for their personality characteristics and skill base. Also, the career portfolio can be used in future interviews for internship, academic, or job opportunities. Some students know exactly what direction they want to pursue, while other students may not. We will be creative with these students so they can come to an understanding of their skills and what each field will require of them.

A Capstone Project is a substantial independent project. For the 2017-2018 school year, seniors and juniors will need to complete a minimum of 30 hours (many are way over 100 hours already) as they fulfill their hands-on projects, carry out their objectives, and fulfill internship hours, as well as

their final project that highlights all that they have learned. The goals and objectives have been added to help supplement their experiences.

For example as a future educator:

#### Objective One

- Research undergraduate and graduate programs for education.
- Find out what the praxis exam is. Take a few sample tests
- Register for the test and take it. Show the results.
- Go on the Department of Education site and look up the rules for credentialing.
- Understand all the different alternatives for gaining your license.

#### Objective Two

- Research lesson plans.
- Go on the Department of Education website to look up the standards that they need to be concerned with the subject area and age group they are interested in.
- Do a mock lesson plan.
- Show the research they obtained and the work they did to create their own one.
- Sit with a teacher and have them review with you to obtain their feedback.

#### Objective Three

- Observe a teacher in the field and age you are interested in conduct a class.
- Follow up with an interview with questions and ask them about classroom management

#### Objective Four

- Meet with a special education teacher/paraprofessional.
- Research the different disorders that students have at this age level.
- Research the differences between a 504 and an IEP.
- Compile a brochure displaying the information you have learned.

The final project could include the student running a week-long lesson plan and teaching the class with support from their mentor. Please include the lesson plans, photographs, or possibly video of the experience.

The point is that it is important for the student to put in a significant amount of time and effort into the project and to strive for a final product that they will be proud of. This year, they are being asked to complete two career portfolios: one that I will hold on to for the school; the other one they will organize and prepare to be used for future interviews to show all that they have already mastered.

As you know, Capstone is a graduation requirement. This means that you must successfully complete a Capstone Project in order to graduate with your class in June. Successful completion of your Capstone Project will earn you the required 0.5 credit. In the event that you do not successfully complete this project, you will be required to do so after your peers graduate and you will receive your diploma upon its completion.

#### **What constitutes a Capstone Honors Project?**

The honors student undertaking the Capstone Project is aiming for a distinguished project. Thus the student's work should be conceived, executed and measured according to the faculty's strongest standards for assessing academic work. The student should bring his or her own highest standards for performance on the project as well. The growth experienced during the project may open to the student new possibilities of achievement undreamed of previously.

Aside from the quality of research and creative work that goes into the project, the finished product should represent high quality in terms of organization, writing and format. The project itself should

be a sufficient challenge and worthy of honors credit. Progress on the project will be monitored in the same way as a standard project.

Remember it should serve as some sort of “capstone” experience, synthesizing what you have achieved thus far in your education. It should be a clearly focused effort, approaching professional level work, usually in your future field of study or career. While the project must be “product-oriented” there must be something tangible at the end of the process, this will be a college level thesis paper, as well as a finished product such as a bound book, a professional recital, etc.

### **CAPSTONE HONORS PROJECT**

Required

Grades 11-12

0.5 credit

Prerequisites: None

Learning Expectations: 1.2, 1.3, 2.3, 3.2

Heterogeneous Grouping

- Proposal 1 and 2 - requires signatures and approval before proceeding.
- Two (2) Career Portfolios – one that will remain with Ms. Lemoine; the other one will remain with the student for future interviews and for reference purposes.
- Obtain a mentor and complete all necessary paperwork. Meet with mentor on a consistent basis.
- Complete a minimum of 30 hours on a hands-on project (not including working on presentation or portfolio requirements).
- Complete some hours (internship/job shadowing) in the area of interest.
- Choose and write up 8-10 goals and objectives in the career field that they want to pursue.
- Organize the career portfolio and complete all paperwork and documentation on time.
- A final product.
- A thesis paper that is a minimum of 10 pages.
- Presentation - Google slideshow, tri-fold display board, and presenting to the entire high school as well as presenting on Capstone Project Evening on May 22nd, 2018.
- Complete the required paperwork and expectations for the career portfolio, slideshow, display board, and presentation.

### **CAREER-FOCUSED INTERNSHIP PROJECT**

Required

Grades 11-12

0.5 credit

Prerequisites: None

Learning Expectations: 1.2, 1.3, 2.3, 3.2

Heterogeneous Grouping

- Proposal 1 and 2 - requires signatures and approval before proceeding.
- Two (2) Career Portfolios – one that will remain with Ms. Lemoine; the other one will remain with the student for future interviews and for reference purposes.
- Obtain a mentor and complete all necessary paperwork. Meet with the mentor on a consistent basis.
- Complete a minimum of 30 hours on a hands-on projects (not including working on presentation or portfolio requirements).
- Complete some hours (internship/job shadowing) in the area of interest
- Choose and write up 8-10 goals and objectives in the career field that they want to pursue.
- Organize the career portfolio and complete all paperwork and documentation on time.
- A final product.
- Ten (10) journal entries (9 must be one page typed, double spaced, 1 inch margin) and the final one must be a 2-page reflective piece of all they learned about their project and themselves.
- Presentation - Google slideshow, tri-fold display board, and presenting on Capstone Project Evening in May.

## **PROJECT BASED PROJECT**

Required

Grades 11-12

0.5 credit

Prerequisites: None

Learning Expectations: 1.2, 1.3, 2.3, 3.2

Heterogeneous Grouping

- Proposal 1 and 2 - requires signatures and approval before proceeding.
- One (1) Portfolio (would suggest completing a second one for the student's use in the future).
- Obtain a mentor and complete all necessary paperwork. Meeting with mentor on a consistent basis.
- Complete a minimum of 30 hours on a final project (not including working on presentation or portfolio requirements).
- Choose 8-10 goals they hope to learn and meet.
- Organize the portfolio and complete all paperwork and documentation on time.
- Ten (10) journal entries (9 must be one page typed, double spaced, 1 inch margin) and the final one must be a 2-page reflective piece of all they learned about their project and themselves.
- Presentation - Google slideshow, tri-fold display board, and presenting on Capstone Project Evening in May.



**Instructors:**  
**Rob Hamel**  
**Lee Anne LaPointe**

The English Department believes that every individual must have a foundation of knowledge of reading, writing, speaking, and research in order to communicate and to become a productive member of society.

## PATHWAYS IN ENGLISH

	High 4-Year Degree: Liberal Arts Focus	Liberal Arts Focus	Math/Science Focus	College & Career Ready
<b>Gr. 9</b>	Read/Write	Read/Write	Read/Write	Read/Write
<b>Gr. 10</b>	British Literature Level 1  Electives	British Literature Level 1  Electives	British Literature Level 3 or higher	British Literature Level 3 or higher
<b>Gr. 11</b>	A.P. English Literature*  Analytical Thinking-English  Electives	American Literature Honors  Analytical Thinking-English  Electives	American Literature Level 2 or higher  Analytical Thinking- English	American Literature Level 3 or higher  Analytical Thinking-English
<b>Gr. 12</b>	R.S. College Composition  World Literature Honors  Electives	A.P. English Literature Or R.S. College Composition  World Literature Honors  Electives	Senior Paper/Public Speaking  World Literature Level 2 or higher	Senior Paper/Public Speaking  World Literature Level 3 or higher

\*Includes A.P. summer reading.

It is suggested that students in the top two pathways also take at least two English electives.

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English course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Reading & Writing Connection	9				1.0
British Literature		10			1.0
American Literature			11		1.0
A.P. English Literature			11	12	2.0
World Literature				12	1.0
R.S. College Composition				12	1.0
Senior Paper				12	0.5
Public Speaking				12	0.5
ESOL English	9	10	11	12	1.0
Analytical Thinking - English			11		0.25
Literature in Sports		10	11	12	0.5
The Holocaust			11	12	0.5
Advanced Literature			11	12	0.5
Honors Web Based Journalism & Graphic Design			11	12	1.0

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**Unless otherwise noted, the following courses would fulfill the graduation requirement for English.**

**READING & WRITING CONNECTION**

Required

Grade 9

1.0 credit

36 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

The Reading & Writing Connection is a requirement for all 9<sup>th</sup> graders. This course will further develop basic language arts skills, while including study skills and grammar skills. Literacy device knowledge through reading, responding and exploring assignments on short stories, novels, plays and poetry will be emphasized. In students' prose, emphasis is placed on the writing process.

**BRITISH LITERATURE**

Required

Grade 10

1.0 credit

18 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Homogeneous Grouping

British Literature is a requirement for all sophomores. Students in this course will take part in an extensive study of themes and authors of different literary periods, which begins with our earliest roots and continues to our contemporary society. The course will help guide students through the types of writing assignments they will most likely encounter in high school and college literature courses. Students will learn how to write analyses of literary works, writing focusing on a different aspect of literary criticism.

**AMERICAN LITERATURE**

Required

Grade 11

1.0 credit

18 weeks

Prerequisites: 80 average in preceding English class or teacher recommendation

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Homogeneous Grouping

American Literature is a requirement for all eleventh graders. Students will read various literary genres covering themes from a diverse selection of authors during each literary period, starting with Native American literature and continuing to contemporary American literature. Students will take part in group discussions and group projects, while improving vocabulary and purpose-driven writing, and demonstrating skills learned.

### **ADVANCED PLACEMENT ENGLISH LITERATURE**

Grades 11-12	Learning Expectations: 1.1, 1.2, 2.1, 3.1
2.0 credits	Homogeneous Grouping
36 weeks	
Prerequisites: 80 average in preceding Level 1 English class	

The A.P. English Literature course is a year-long class that aligns to an introductory college-level literary analysis course. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **There will be required summer reading for students enrolled in the course. Not completing the summer reading may result in students dropping the course in the fall.** Students will be expected to sit for the Advanced Placement Literature and exam in the spring for college credit.

### **WORLD LITERATURE HONORS**

Required	Learning Expectations: 1.1, 1.2, 2.1, 3.1
Grade 12	Homogeneous Grouping
1.0 credit	
18 weeks	
Prerequisites: 85 average in British Literature Honors for World Literature Honors, 90 average in British Literature Level 1 for World Literature Level 1 or teacher recommendation from either American Literature or British Literature	

Honors level of World Literature is for the most motivated, self-sufficient students. Class discussion is a large percentage of the final grade, and students are expected to participate on their own in daily dialogue without prodding from the teacher or being called upon. Also, in Honors World Literature, students are not provided prompts for essays and projects as culminating unit assessments; they are expected to create their own thesis statements or themes. Along those same lines, students are expected to have already mastered the nuts and bolts of writing and now are prepared to move on to the artistic level of the craft of writing – voice, style, word choice, inferred thesis, etc.

### **WORLD LITERATURE Levels 1 & 2**

Required	Learning Expectations: 1.1, 1.2, 2.1, 3.1
Grade 12	Homogeneous Grouping
1.0 credit	
18 weeks	

World Literature Levels 1 and 2 provide a different level of instruction. Participation is NOT a part of the final grade, and there is focus on reinforcing the fundamentals of oral presentations and writing while only briefly touching on the more advanced concepts and ideas addressed regularly in Honors World Literature.

### **RUNNING START COLLEGE COMPOSITION**

Required	Learning Expectations: 1.1, 1.2, 2.1, 3.1
Grade 12	Homogeneous Grouping
1.0 credit	
18 weeks	
Prerequisites: 80 average in preceding English Honors level English class	

College Composition is an intensive analysis of the many aspects of top-notch expository writing and research, as well as public speaking. Expository writing is writing that explains a subject or presents ideas on the subject; public speaking serves the same goals, but through different execution. We will evaluate outside essays and speeches, as well as those written in class. Each student will pay close attention to his/her own style and learn to write and present clear, concise, lively essays and speeches. Most classes will consist of reading, writing, and editing. Students, who wish to share their own writing for constructive criticism, take an active role in evaluating their own and other samples of writing, and have high expectations for making their own public speeches are best suited for this class.

### **SENIOR PAPER**

Required	Learning Expectations: 1.1, 1.2, 2.1, 3.1
Grade 12	Heterogeneous Grouping
0.5 credit	
9 weeks	
Prerequisites: None	

The purpose of senior paper is to broaden the traditional writing assignments scope; therefore, senior paper is a culmination of multiple composition types used in a college and/or work setting. The emphasis will be on the writing process, where students will write multiple drafts, share their own writing for constructive criticism, and take an active role in evaluating his/her own writing and that of peers. Seniors are required to complete a series of papers including, but not limited to: literary analysis essay, personal essay, documented argument, resume, and various types of letters for business, school, or personal reasons.

### **PUBLIC SPEAKING**

Required	Learning Expectations: 1.2, 1.3, 2.1, 3.1
Grade 12	Heterogeneous Grouping
0.5 credit	
9 weeks	
Prerequisites: None	

Public speaking will help students improve general communication skills, listening skills, and build specific speaking skills. Students will have the opportunity to study various types of speaking situations and combine this learning with classroom and field experience in the speech-making process. Class participation is imperative.

### **HONORS WEB BASED JOURNALISM & GRAPHIC DESIGN**

Grades 11-12	Learning Expectations: 1.1, 1.2, 2.1, 3.1
1.0 credit	Heterogeneous Grouping
18 weeks	
Prerequisite: None	

In this class, students will learn public writing, elements of graphic design, basic digital photography, basic marketing and advertising and basic business management skills. These skills will be applied to creation of several publications, but most predominantly, the school yearbook. Students taking this class should expect to be able to meet real world deadlines, talk to members of the community, attend school and community events as photojournalists and work collaboratively with peers.

### **E.S.O.L. ENGLISH**

Grades 9-12

1.0 credit

18 weeks

Prerequisites: None

Learning Expectations: 1.2, 2.1, 2.3, 3.2

Heterogeneous Grouping

English as a Second Language (E.S.L.) is offered to help English Language Learners (E.L.L.s) learn to speak the language fluently with an emphasis on reading and writing everyday English. This program will focus on oral language development, reading and decoding skills, reading comprehension, intense vocabulary instruction and the mechanics of writing.

Through direct instruction, E.L.L. students will participate in a variety of assignments to learn and practice the skills needed to become proficient in the mainstreamed classroom setting. The curriculum will be flexible based on the needs of the individual learners.

## **ELECTIVES**

### **ANALYTIC THINKING - ENGLISH**

Highly Recommended

Grade 11

0.25 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

The Reading and Writing Test Preparation course is designed to help students succeed at standardized tests used for college admissions: the P.S.A.T., S.A.T., and A.C.T. exam. Students will actively engage in identifying their strengths and weaknesses on the reading and writing skill sets presented on the exams. Independent opportunities will allow students to practice weaker skills identified by The College Board, using previous individual student P.S.A.T. data. Whole group instruction will include in-depth instruction to build practice on comprehending and analyzing difficult passages. Students will also practice writing in a timed format. There will be many practice tests given throughout the course.

### **LITERATURE IN SPORTS**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

Athletics has become an integral part of our society, be it recreational sports or professional leagues. This course will provide students with an in-depth look at essays, journalism, and novels relating to sports, with heavy emphasis placed on the depth in which sports have become a part of the fabric of our society. Students will consider bias in sports reporting, as well as the effect of sports on our society on a national level and here in Gorham. Research, essay writing and frequent reading, quizzes and projects are all a part of the course.

### **THE HOLOCAUST**

Grades 11-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

This course will require students to form their own theories on two questions: How did the Holocaust occur? Could it happen again? Rather than a purely historical focus on the events, this course will go beyond and ask students to analyze the Holocaust from social and psychological

standpoints, with Maslow's Hierarchy of Needs as a starting point. Students will use a wide variety of sources, ranging from novels and movies to web sites and pictures. Students must be willing to read the research extensively on their own; this may include a trip to the Cohen Center for Holocaust Studies at Keene State College.

(Sophomores may be able to take this class with instructor and/or administrative approval.)

### **ADVANCED LITERATURE**

Grades 11-12

0.5 credit

9 weeks

Prerequisites: 80 average in Literature or teacher recommendation

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.3, 3.1

Heterogeneous Grouping

Advanced Literature will require students to read challenging literary works, the challenge coming from the density of the text and/or the concepts, themes and ideas put forth. The course will require students to carefully read outside the classroom, then participate in intensive further readings and discussion of the literature in class. **SUBSTANTIVE DAILY DISCUSSION IS A REQUIREMENT TO PASS THE COURSE**, and only those students who are largely self-reliant are recommended to take this course. Each student will, at the end of each unit, create a clear, well-organized, insightful response to the text. As a result, the number of grades will not be as numerous as other classes, and will more closely mirror the college experience.

### **These Courses Were Offered During the 2016-17 School Year**

### **INTO THE WILD**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

Nature writing is a genre in and of itself. In this course students will read the works of various naturalists, ranging from excerpts of Thoreau's Walden to Anne Dillard's Pilgrim at Tinker Creek. Students will also take short trips into the White Mountains and town forest to record their own observations and write their own nature essays. Nature writing requires a keen eye for your surroundings and a mind capable of reflecting and insight. Students who enroll in this course should be prepared to think and write about subjects other than those that first meet the eye. The culminating project is a collection of essays published for and distributed to the community.

### **PROPAGANDA**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

Propaganda has been with us throughout history and continues to assail us every waking moment. This course will focus on bias, point of view, and how the presentation of facts (and sometimes lies) is used to sway others to your opinion. Readings will include news articles and essays on contemporary issues, advertisements, and novels: Animal House, Anthem, and Fahrenheit 451, to name a few. Group projects, individual papers, analytical writing, vocabulary quizzes, and reading comprehension exercises are among the numerous expectations of the course.

**CREATIVE WRITING**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

This is a course for those students who enjoy using their imaginations and writing creative prose. We will focus on the writing process and the building blocks of fiction: character, plot, setting, theme, and point of view. Students will also learn how to critique writing - both their own and their peers. The final exam is a 10+ page short story.

# FAMILY & CONSUMER SCIENCES



**Instructor:**  
**Holly Fontaine**

Family and Consumer Science courses empower students to manage the challenges of living and working in a diverse and global society. Our unique focus is on families, relationships, and home life. These courses are designed to develop skills that a student will use throughout his/her life. All course offerings are nine weeks in length, for one-half credit, and are open to all students in grades 9-12. Each course offering requires a written paper and/or a community service project.

Family & Consumer Science course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Health	9				1.0
International Foods	9	10	11	12	0.5
Principles of Baking	9	10	11	12	0.5
Classic Cuisine	9	10	11	12	0.5
Taste of Nation	9	10	11	12	0.5
Celebrity Chef	9	10	11	12	0.5
Celebrity Chef 2	9	10	11	12	0.5
Spa Cuisine	9	10	11	12	0.5
Housing: Interior & Furnishings	9	10	11	12	0.5
Parenting & Human Development	9	10	11	12	0.5
Sewing & Technology	9	10	11	12	0.5
Quilting	9	10	11	12	0.5
Nutrition	9	10	11	12	0.5

**Unless otherwise noted, the following courses would fulfill the graduation requirement for Electives.**

## **HEALTH**

Required

Grade 9

1.0 credit

18 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

An introductory course designed to help students learn about their physical, mental, and social well-being. Students will gain a better understanding of the importance of good health and the many factors that influence their well-being. Self-esteem, mental illness, diet and nutrition, exercise, stress management, sexuality, parenting, and first aid skills (including C.P.R. certification) are related topics. The aim of the program is to make healthy choices a life-long habit.

This course is **required** for graduation and fulfills the Health requirement.



### These Courses Were Offered During the 2017-18 School Year

#### **INTERNATIONAL FOODS**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

Foods of a global society are created in this class. This is a course for students who are willing to try new flavorful foods and different combinations. Cultural foods of Mexico, Italy, Greece, Germany, France, and the Orient are prepared. Students' assessment is based upon daily cooking labs and class projects.

#### **PRINCIPLES OF BAKING**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

This course will include phyllo pastry, bread making, and cake decorating. Pastry topics include types of crusts, dough, and cookies. Conventional bread making will focus on quick, yeast and sourdough breads. Principles of Baking also include an exploration of types of cakes, frostings, coloring, and decorating tools.

#### **CLASSIC CUISINE**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

This is an introductory course which focuses on the basic techniques used in preparing and serving food. Etiquette and table design will be addressed. An emphasis on food sanitation and supermarket shopping will also be addressed. Students' assessment is based upon daily cooking labs and class projects.

#### **TASTE OF A NATION**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

A sampling of the U.S. regional classic food will be created, as well as traditional cuisine from New England, the South, the Midwest, and the Pacific States. There will be an emphasis on the diversity of American food and its tie to immigrant culture. Students' assessment is based upon daily cooking labs and class projects.

### These Courses Were Offered During the 2016-17 School Year

#### **CELEBRITY CHEF**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.1, 3.1

Heterogeneous Grouping

Are you a food network junkie? Who is your favorite celebrity chef? Learn to create the dishes that made the food network stars famous. Rachel, Emeril, Giada, Bobby, Alton, are just a few of the all-

star chefs you will study. Student assessment is based upon daily cooking labs and class presentations and projects.

### **CELEBRITY CHEF 2**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.1, 3.1

Heterogeneous Grouping

Celebrity Chef 2 will continue with the celebrity chef theme as well as introducing lesser known chefs. Student assessment is based upon daily cooking labs and class presentations and projects.

### **These Courses Have Been Offered in the Past**

### **SPA CUISINE**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

Have you ever been to a spa? A health spa emphasizes healthy eating, relaxation techniques, and therapeutic spa treatments. Does the thought appeal to you? They claim once you've enjoyed spa lifestyle cuisine, you'll want it all the time. In this course you will learn how to create easy, delicious meals – a pathway to optimal health. This more than just preparing food; learn how to whip up your favorite spa services and participate in relaxation activities.

### **HOUSING: INTERIOR AND FURNISHINGS**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 3.1

Heterogeneous Grouping

An introduction to the principles and elements of design, as well as an analysis of the cultural influences on architectural and furniture design will be covered. The students will evaluate housing and interior furnishings in meeting specific design needs. Students will be required to apply their knowledge with a remodeling project in the community.

### **PARENTING AND HUMAN DEVELOPMENT**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 3.1

Heterogeneous Grouping

Students will analyze factors and strategies that impact human growth and development. Parenting practices, roles, and responsibilities will be examined.

### **SEWING & TECHNOLOGY**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 3.1, 3.3

Heterogeneous Grouping

This course begins with a review of the basic principles of sewing and the operation of the conventional sewing machine. With the use of the computer, an individual color analysis and figure type will be determined. Students will also become familiar with sewing with serges, including

professional finishing, decorative serging, and serger shortcuts. Related topics include alteration and quilting.

### **QUILTING**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 3.1, 3.3

Heterogeneous Grouping

This course will focus on basic quilting skills, including measuring, cutting, straight and zigzag stitching, and hand sewing. Students will complete basis projects in appliqué and paper patch piecing. The ABC quilt project or another charity quilt will be completed. Students will then create an individual quilt of their choice.

### **NUTRITION**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.1, 3.1

Heterogeneous Grouping

Nutrition is the study of food, nutrients, and other related substances, and their role in maintaining health. The purpose of this course is to understand the principles of good nutrition and to apply this knowledge in one's personal life. This is a lecture-based class.

# LIFE SKILLS



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**Instructor:**  
**Jessica Galligan**  
**Paraprofessionals**

Gorham High School offers this class for students, identified through the special education process, who require direct instruction in life skills. This class provides students with an opportunity to learn skills through hands-on experiences both in the school and in the community.

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## **FUNCTIONAL READING, WRITING, AND SPEAKING**

Learning Expectations: 1.2, 2.2, 2.3, 3.2

Gorham High School offers this class for students, identified through the special education process, which require functional reading and written language instruction. The class emphasizes reading and writing for everyday life. Reading skills are taught with a focus on things such as words in the grocery store, safety signs, menus, phone books, cookbooks, banking paperwork and the newspaper. Writing skills addressed in the class include writing lists, writing letters, taking phone messages, and filling out forms. The class also focuses on speaking effectively in the community. Students work on appropriate phone skills and communicating effectively in the community (i.e. buying stamps at the Post Office, ordering meat at the Deli, etc.). Skills in navigating the community are addressed during the frequent community based field trips.

## **FUNCTIONAL MATH**

Learning Expectations: 1.2, 1.3, 2.3, 3.3

Gorham High School offers this class for students, identified through the special education process, who require skills based math instruction focused on functional daily living skills. Students are assessed to determine beginning skill levels in: counting money, telling time, writing dates, using calendars, basic computation and problem solving, measurement, reading number words, check writing and fractions. The students' programs are then individualized using a variety of curriculum resources. In addition, students are provided with hands-on opportunities whenever possible to apply their newly acquired math skills (i.e. making grocery purchases at the store, cooking, keeping personal appointment calendars, and making change for individuals purchasing items from our mini businesses).

## **FUNCTIONAL SCIENCE**

Learning Expectations: 1.1, 1.3, 2.3, 3.2

Gorham High School offers classes for students, identified through the special education process, who require direct instruction in life skills. This class provides students with an opportunity to learn skills through hand-on experiences both in the school and in the community. Students will develop knowledge and understanding of the relationship between people and the natural environment. Students will also develop skills and responsible attitudes that allow them to use and manage natural resources in everyday living situations. In this class, students will observe changing phenomena, investigate living things and their interaction with the environment, develop positive attitudes towards the use of plants as an essential component of the environment, manage animals in a socially and environmentally responsible manner, and develop an understanding of the use of energy in daily living situations.

**COMMUNITY INTEGRATION**

Learning Expectations: 1.1, 2.3, 3.2, 3.3

Gorham High School offers classes for students, identified through the special education process, who require direct instruction in community integration and employability skills. Students will experience exposure and integration within their community, including but not limited to, employment apprenticeships. Employability curriculum and exposure to various employment environments allow students to identify their strengths and interests, while at the same time, allowing assessment and teaching of appropriate employability skills. Students will also learn identification and functional facilitation of their surrounding community such as public buildings and places (i.e. Town Hall, Library, Post Office), identification and functional maneuvering of streets and buildings, and how to access and utilize public transportation. Skills in navigating the community are addressed during the frequent community based field trips.

**SOCIAL SKILLS**

Learning Expectations: 1.3, 2.1, 2.3, 3.1

Gorham High School offers classes for students, identified through the special education process, who require direct instruction in socialization skills. Social skills facilitate the development and maintenance of positive social relationships and friendships, improve school adjustment, and help students to cope effectively and adaptively with the demands of their social environment. Peer relationship skills, self-monitoring skills, compliance skills and assertion skills are the primary focus in the interactive class. The students' programs are individualized. The class will use a variety of curriculum resources and methods such as modeling, role-playing, shaping, feedback, and reinforcement of positive interactions.



**Instructors:**  
**Kelly Gagnon**  
**Jennie Roberge**

## PATHWAYS IN INTEGRATED MATH

	A.P. Calculus Pathway		Higher Level Mathematics	College & Career Ready
<b>Gr. 9</b>	Math 1	Math 1	Math 1	Math .5 Math 1
<b>Gr. 10</b>	Math 2 Math 3	Math 1 Math 2	Math 1 Math 2	Math 1/2
<b>Gr. 11</b>	Precalculus Analytical Thinking-Math	Math 3 Precalculus Analytical Thinking-Math	Math 3 Analytical Thinking-Math	Math 2/3 Analytical Thinking-Math
<b>Gr. 12</b>	A.P. Calculus	A.P. Calculus	Precalculus (Statistics*)	Personal Finance Intro. to Stats*

\*Elective Course

Personal Finance is required unless you take Precalculus.  
 One semester of Calculus (Running Start) is also an option.

Mathematics course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Math .5	9				
Math 1	9	10			
Math 2	9	10	11		
Math 3		10	11		
Introduction to Statistics			11	12	0.5
Analytical Thinking - Math			11	12	0.25
R.S. Precalculus		10	11	12	1.0
Personal Finance			11	12	0.5
R.S. Statistics			11	12	1.0
R.S. Calculus				12	1.0
R.S. A.P. Calculus AB				12	2.0

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**Unless otherwise noted, the following courses would fulfill the graduation requirement for Mathematics.**

**Philosophy:** At Gorham High School, a sequence of three courses, Math 1, Math 2, and Math 3, will cover the curriculum of a traditional Algebra I, Geometry and Algebra II sequence. The goal of the math department is to provide a personalized and rigorous education for every student. The philosophy of the sequence is that algebraic thought; geometric thought and data analysis are naturally connected. Successful completion of the sequence will prepare students to pursue Precalculus or Statistics.

**Credits:** The number of credits earned for a course will be reflected by the number of quarters the student spent to master the concepts.

### **Recommended Sequence of Math Courses**

**Math 1:** A maximum of 3.0 math credits can be earned upon successful completion of each quarter; however, it is recommended to complete Math 1 by the end of freshman year earning 1.0 credit.

**Math 2:** A maximum of 2.0 math credits can be earned upon successful completion of each quarter; however, it is recommended to complete Math 2 by the end of sophomore year earning 1.0 credit.

**Math 3:** A maximum of 2.0 math credits can be earned upon successful completion of each quarter; however, it is recommended to complete Math 3 by the end of junior year earning 1.0 credit.

Students enrolled in Math 2 and/or Math 3 are allowed the opportunity once to receive 1.0 credit for successful completion of the first half of the curriculum if the remainder of course is not completed by graduation.

The following mathematical practices will be imbedded in all courses:

1. Making sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularly in repeated reasoning.

### **MATH .5**

1.1, 2.1, 3.1

Grade 9

1.0 credit

18 weeks

Homogeneous Grouping

This course is designed to prepare students for their Math 1 course. One goal of this Math .5 course is to develop fluency with rational numbers and proportional relationships. Students will learn to think flexibly about relationships among fractions, decimals, percents. Increased emphasis is placed on topics such as the use of integers, equations, inequalities, graphing, and applications to problem solving. Students will investigate and explore mathematical ideas and develop multiple strategies for analyzing complex situations. Students will apply mathematical skills and make meaningful connections to life's experiences.

**Prerequisite:** NWEA score below 40th percentile or teacher/guidance approval

### **MATH 1**

Required

Grades 9-10

1.0 credit – maximum of 3.0 credits

Prerequisites: None

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 3.1

Heterogeneous Grouping

Math 1 is the first of the sequence of three courses. In Math 1 the emphasis will be on seeing structure in expressions and creating equations, reasoning with equations and inequalities, interpreting and building functions, linear, quadratic and exponential models, interpreting categorical and quantitative data, systems of equations, congruence, exploring geometric properties with equations and an introduction to basic terminology and structure of Geometry.

## **MATH 2**

Grades 9-11

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 3.1

1.0 credit – maximum of 2.0 credits

Heterogeneous Grouping

Prerequisites: Successful completion of Math 1

Math 2 is the second of a sequence of three courses. Students will continue from the last concept of proficiency earned in Math 1. The emphasis for Math 2 will be on exploring transformations of geometric shapes, reasoning and proof, proving theorems about lines and angles, congruent triangles and proving theorems about triangles and quadrilaterals. In addition, students will explore similarity, right triangle and trigonometry, circles, probability, properties of exponents and rational exponents, polynomials and factoring, and quadratics.

Students will explore other types of functions (including exponential, radical, piecewise and composition of functions).

## **MATH 3**

Grades 10-11

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 3.1

1.0 credit – maximum of 2.0 credits

Heterogeneous Grouping

Prerequisites: Successful completion of Math 2

Math 3 is the third of a sequence of three courses. Students will continue from the last concept of proficiency earned in Math 2. The emphasis for Math 3 will be on drawing conclusions from data, linear equations, inequalities and functions, quadratic functions and equations, polynomials and polynomial functions, rational and radical expressions, rational and radical functions, and surface area and volume.

Students will explore exponential, logarithmic and trigonometric functions, sequence and series, and equations of circles.

## **INTRODUCTION TO STATISTICS**

Grades 11-12

Learning Expectations: 1.1, 1.2, 3.1, 3.3

0.5 credit

Heterogeneous Grouping (Level 1/2)

9 weeks

Prerequisites: Successful completion of Math 1 and a minimum of 1.0 Math 2 credits. It is recommended to successfully complete Math 2.

Statistics is a set of tools used to organize and analyze data. In this course, students will organize numerical information, visualizing the relationships in data. They will work to understand statistical techniques underlying decisions that affect their lives. Lastly students will work to extract meaning from data in their daily lives in order to make informed decisions. This course is intended for students in their junior year in preparation for Running Start Statistics in their senior year.

## **ANALYTICAL THINKING - MATH**

Highly Recommended

Learning Expectations: 1.2, 2.2, 3.2

Grades 11-12

Heterogeneous Grouping

0.25 credit

9 weeks

Prerequisites: None



This course is a rigorous addition to the schedule to accommodate for topics that will enhance the student's overall understanding of mathematics and preparation for standardized tests. Topics will include rational functions, probability and statistics, algebra, functions, modeling, and geometry. Natural connections between algebraic and geometric thought will be developed. Students will also be given the opportunity to improve test strategies by working on PSAT, SAT, ACT practice tests. We will try to make sense of problems and persevere in solving them in a highly personalized blended learning format. In addition, students can practice and prepare for SAT subject tests.

### **RUNNING START PRECALCULUS**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: Successful completion of Math 3

Learning Expectations: 1.1, 2.1, 3.2

Heterogeneous Grouping

Students will extend, integrate, and apply algebra and geometry concepts in preparation for Calculus. Trigonometric topics include: Right triangle, circular functions, periodic functions, laws of sine and cosine, identities solving trigonometric equations, and inverse trigonometric functions. Function topics include: composition, inverse, exponential, logarithmic functions. Conic sections and the related graphs and transformations of all types of functions will be introduced, as well as an overview of limits and rates of change. In addition to the aforementioned, problem solving, data analysis, communication, and technology will permeate through the entire course this course is recommended for college bound juniors or seniors anticipating technical careers. This course is a prerequisite for Calculus.

It is recommended that students should take Precalculus if they have a grade of B or high in Algebra I, Geometry and Algebra II or Math 1, Math 2, and Math 3.

### **PERSONAL FINANCE**

Required

Grades 11-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.3, 3.3

Heterogeneous Grouping

The objective of this class is to prepare students and consumers to make sound financial decisions. Credit card bills, debt, saving, and financing higher education may not be top priority for most high school students, but the financial decisions they make today may have a long term impact. This course will explore savings, banking, consumerism, credit, career exploration, paying for higher education, investing, insurance, and taxes. Students will participate in an online budget challenge and engage in activities that bring complex financial concepts to life.

### **RUNNING START STATISTICS**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: Successful completion of Math 1 and a minimum of 1.0 Math 2 credits. It is recommended to successfully complete Math 2.

Learning Expectations: 1.1, 1.2, 3.1, 3.3

Heterogeneous Group (Level 1/2)

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: students will explore data, describing patterns and departures from patterns. Sampling and experimentation will require planning and conducting a study. Students will anticipate patterns in which they explore random phenomena using probability and simulation. Lastly, statistical inference will require estimating population parameters and testing hypotheses. Students will have an introduction to topics covered in an advanced placement and college probability and statistics course.

### **RUNNING START CALCULUS**

Grade 12

1.0 credit

18 weeks

Prerequisites: R.S. Precalculus

Learning Expectations: 1.1, 2.1, 3.1

Homogeneous Grouping

In this one semester course, we will build conceptual understandings of topics by combining graphical, numerical, and algebraic viewpoints. This strategy will permeate all areas of study so that you will gain a deep and useful understanding of the topics of differential and an introduction to integral calculus. The applications will be broad, ranging from the life and social sciences to business and economics and science and engineering. Topics will include: limits and continuity; derivatives of algebraic, trigonometric, and transcendental (non-algebraic) functions; applications of first and second derivative; and a brief introduction to integrals and the Fundamental Theorem of Calculus.

A multi-representational approach to calculus is emphasized, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are stressed as well.

A student that successfully completes Running Start Calculus will be prepared to take the introduction Calculus course at most colleges and universities.

### **RUNNING START A.P. CALCULUS AB**

Grades 11-12

2.0 credits

36 weeks

Prerequisites: Recommended to any student with grade in Pre-Calculus Honors of 90 or higher or anyone looking to major in math or science related field.

Learning Expectations: 1.1, 2.1, 3.1

Homogeneous Grouping

GHS is authorized to use the A.P. designation for Calculus AB in our effort to provide students with academic rigor and college-level experience. This **2-semester course** will expand on the topics in the Running Start Calculus course by including integrals of algebraic, trigonometric, and transcendental functions, applications of integrals; and differential equations. Students will complete study and analyze previous A.P. Calculus exams in preparation for the College Board Advanced Placement exam in May. Please refer to the "Advanced Placement Policy" for further information.



## Instructor:

**Anne Reynolds, Band/Chorus Instructor**

The Music Department offers courses for students who are interested in both performance and/or the study of music. Any credited music course would satisfy the 0.5 credit Fine Arts requirement needed for graduation.

## Music course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Guitar and Piano – 9 weeks	9	10	11	12	0.25
Guitar and Piano – 18 weeks	9	10	11	12	0.5
Concert Band – 9 weeks	9	10	11	12	0.25
Concert Band – 18 weeks	9	10	11	12	0.5
Honors Concert Band – 9 weeks	9	10	11	12	0.25
Honors Concert Band – 18 weeks	9	10	11	12	0.5
Chorus – 9 weeks	9	10	11	12	0.25
Chorus – 18 weeks	9	10	11	12	0.5
Honors Chorus – 9 weeks	9	10	11	12	0.25
Honors Chorus – 18 weeks	9	10	11	12	0.5

**Unless otherwise noted, the following courses would fulfill the graduation requirement for Fine Arts.**

### **GUITAR AND PIANO**

Grades 9-12

0.25 credit - 9 weeks

0.5 credit - 18 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.1, 3.1

Heterogeneous Grouping

This music course will introduce students to the fundamentals of reading music notation. Students will learn techniques for performing on guitar and piano. Concepts that will be taught include melody, harmony, chord progressions, rhythms, scales and key changes. Students will perform on their instruments alone and in groups. The course will cover beginner to advanced guitar and piano playing. Students will be assigned repertoire based on their starting level.

### **CONCERT BAND**

Grades 9-12

0.25 credit - 9 weeks

0.5 credit - 18 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.3, 3.2

Heterogeneous Grouping

This course is designed to expose students to a variety of musical styles. Through the concert band setting, the group will explore music from the various classical style periods as well as music such as marches, jazz, rock, folk songs, cultural music, holiday music and pop tunes. Daily rehearsals will be infused with mini lessons in theory, rhythmic reading and history. Two to three public concerts are anticipated. Enrollment is open to students who want to perform on one or more of the band instruments: flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, baritone, tuba or percussion. Students only taking Concert Band for 9 weeks will be required to attend the winter or spring concert.

### **HONORS CONCERT BAND**

Grades 9-12

0.25 credit - 9 weeks

0.5 credit - 18 weeks

Prerequisites: 2+ years of ensemble experience

Learning Expectations: 1.1, 1.3, 2.3, 3.2

Heterogeneous Grouping

This course is designed to expand students' knowledge of their instrument. Enrollment is open to students possessing a performance knowledge on one or more of the band instruments: flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, baritone, tuba or percussion. Students taking Honors Concert Band in the fall will be required to audition for All-State. Students taking Honor Concert Band in the spring will be required to participate in North Country Festival.

### **CHORUS**

Grades 9-12

0.25 credit - 9 weeks

0.5 credit - 18 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.3, 3.2

Heterogeneous Grouping

High school chorus is an elective for students in grades 9-12. We perform two to four concerts per year and concert attendance is mandatory. We will study a variety of musical styles including, but not limited to, the classics, a cappella arrangements, popular music, gospel, jazz, and traditional holiday music. Students will gain proficiency in three- and four-part singing. Musicianship skills, such as sight singing and rhythm reading, will be taught. Students should be able to match pitch, sing a melody alone, and have a strong desire to sing. Continuous enrollment is encouraged. Students only taking Chorus for 9 weeks will be required to attend the winter or spring concert.

### **HONORS CHORUS**

Grades 9-12

0.25 credit - 9 weeks

0.5 credit -18 weeks

Prerequisites: 2+ years of ensemble experience

Learning Expectations: 1.1, 1.2, 2.3, 3.2

Heterogeneous Grouping

This Course is a course designed for the ambitious singer. Musicianship skills, such as sight singing and singing texts of different languages for festivals, will be taught. Students will be required to participate in North Country Chorus and/or All New England Chorus. Students in the fall semester will be required to audition for Jazz All-State Chorus or All-State Chorus.

### **INDEPENDENT STUDY**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: Teacher Approval

Learning Expectations: 1.1, 2.1, 2.2, 3.1

Upon teacher approval, students who show a constant music appreciation on broadening their knowledge on any concert band instrument or acoustic guitar will be able to study independently on developing advance instrumental skills. Students are expected to be self-motivated and have a high work ethic. Independent final projects shall demonstrate advanced skills on their specific instrument, will participate in local music festivals, and will also be encouraged to audition for the All-State or Jazz All-State music festival.

# PHYSICAL EDUCATION



**Instructor:**  
**William Goodrich**

The Physical Education Department stresses positive attitudes and an appreciation for life-long fitness and social skills. Physical Education is required (1.0 credit) of each student enrolled at Gorham High School to fulfill graduation requirements. Students are expected to actively participate in each class experience as there may be new activities that they have never had the opportunity to be involved with before. Physical Education will provide you with a challenging and supportive atmosphere to enhance self-esteem, self-confidence, physical well-being, and personal growth.

Physical Education course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Physical Education	9	10	11	12	0.5
Personal Fitness	9	10	11	12	0.5
Adaptive Physical Education	9	10	11	12	0.5

**These courses fulfill the graduation requirement for Physical Education.**

## **PHYSICAL EDUCATION**

Grades 9-12

0.5 credit – 9 weeks

0.5 credit - 18 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

The Physical Education program is designed upon the basic philosophy that Physical Education is a lifetime activity. Through the course the student will gain an understanding of the benefit of maintaining a healthy lifestyle and remaining active for their entire life.

Students will be graded on their active participation in addition to written tests, quizzes, and worksheets. Sixty percent of the grade is participation and forty percent is written assignments, which will include a final exam. In addition to regular classroom assignments, a student may complete an extra credit project. This may include a demonstration, a written assignment or a community service project.

## **Program Activities:**

### Physical Fitness

A.A.H.R.P.E.D. Physical Best Fitness Testing

Weight Training

Pedometer Training

Personal Fitness

### Individual/Dual Sports

Tennis

Badminton

Golf

### Team Sports

Indoor/Outdoor Soccer

Basketball

Flag/Touch Football

Volleyball

Indoor Baseball/Softball

Lacrosse

Floor Hockey

Ultimate Frisbee

### Outdoor Fitness Activities

Mountain Biking

Hiking

Snow Shoeing

Kayaking

### Program Standards (N.A.S.P.E., 1995):

A physically educated person:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skill.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in a physically active setting.
6. Demonstrates understanding and respect for differences among people in physically active settings.
7. Understands that physical activity provides opportunity for enjoyment, challenge, self-expression, and social interaction.

The physical education graduation requirement is 1.0 credit earned during a student's high school career. It is recommended that students take one physical education class (0.5 credit) during his/her freshmen or sophomore school year and one physical education class (0.5 credit) during his/her junior or senior year.

### **PERSONAL FITNESS**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.3, 3.1

Heterogeneous Grouping

Personal Fitness will offer the opportunity for students to develop fitness programs based on personal goals and needs to enhance an appreciation for lifetime fitness. This approach to physical education classes will be a step away from the traditional sport related programs. The foundation of the course will be to implement use of the fitness center along with technology into P.E. class and to use the technology to translate, interpret, analyze, and participate in physical fitness activities.

Through the use of such devices as heart rate monitors, pedometers, pace setting meters, and other forms of technology students will be able to collect data, analyze, and track their own personal fitness levels and track their progress. The course material will incorporate the basic components of physical fitness of Body Composition, strength and conditioning, Flexibility, Power and speed development, and aerobic endurance. Grading will include school wide rubrics, class participation, tests, quizzes and writing assignments.

This course will strive to help students gain an understanding of the importance of lifelong physical fitness and the tools to improve their own level of fitness with technology lending a hand.

### **Program Activities**

Heart rate monitors  
Pedometers  
Treadmill work outs  
Life cycles  
Plyometric

Electronic pace setters  
Chromebooks  
iPad applications in P.E., sports & fitness  
Weight training

### **Video Library**

Introduction to Yoga  
Strength Building

**ADAPTIVE PHYSICAL EDUCATION**

Grades 9-12

0.5 credit

18 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

The Adaptive Physical Education program is designed to enhance personal fitness, basic fundamental, movements, fine motor skills, develop sport skills, and benefits of a healthy lifestyle.

The program will address individual needs and addresses fitness and skill development through the use of strength training, flexibility activities, balance and hand-eye coordination, cardiovascular endurance, and sport skills.

**Program Activities:**

Personal Fitness

Individual Sports

Weight Training

Team Sports

Yoga

Nintendo Wii/D.D.R.

# SCHOOL-TO-CAREER



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**Instructor:**

**Matthew Saladino**

School-to-Career is an elective offered to all juniors and seniors as part of their daily schedule. Freshmen and sophomores are welcome to set up an appointment with Mr. Saladino to discuss a school-to-career internship that would take place outside of school.

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School-to-Career offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
School-to-Career			11	12	0.5

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## **SCHOOL-TO-CAREER**

Grades 11-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.2, 2.3, 3.1

Heterogeneous Grouping

The goal of the school-to-career program at Gorham High School is to provide students with a hands-on experience in a field that might be of interest to them as they begin their college/post high school planning. Through this experience students will develop appropriate work ethic, work skills and the knowledge necessary to make informed career decisions. Students will be asked, over the course of the internship, to reflect on and examine their own personal values. Career satisfaction is attained when one's occupation supports his or her personal values. This theme is highly emphasized with all school-to-career students. Over the course of the internship, school-to-career students are asked to complete a portfolio containing journal entries, resume, a Myers Briggs research paper, reflection paper, and evaluation by the site supervisor. Students will give a short presentation at the end of their internship as part of their final grade.

All students interested in taking advantage of this experience should see Mr. Saladino so that an internship can be lined up.

The businesses in the Berlin-Gorham and surrounding areas have been very supportive of this program and students are encouraged to take advantage of this opportunity. Businesses who have hosted school-to-career interns include:

**Health & Human Services:** Gorham Emergency Medical Services, Gorham Police Department, Androscoggin Valley Hospital, Gorham Family Dentistry, Genesis Rehabilitation Center, Coos County Family Health, North Country Dental, Riverside Wellness, Gorham Fire Department, Berlin Emergency Medical Services, North Country Animal Hospital, Coos County Nursing Home, St. Vincent's Nursing Home, Mother Goose Day Care

**Journalism/Television:** RSN Television, Berlin Daily Sun

**Education:** Edward Fenn Elementary School, Berlin High School, Gorham Learning Center, Gorham Middle & High School, Kid's Only Day Care

**Government:** Gorham Town Manager's Office

**Art/Design/Fashion:** Color Works, Maureen's Boutique, Salon 64, Evolve Salon & Spa, 7<sup>th</sup> Street Graphics, Hair Zone, Creative Threads

**Auto/Building Trades:** Absolute Power Sports, Alpine Ridge Lincoln Logs, Sanel's, Paul's Auto, Pete's Auto, Route 12V, A & A Auto, Alpine Machine, Cross Machine, Berlin City Chevrolet, Labonville's, Auto North, HEB Engineers, Kelley Trucking

**Financial/Accounting:** Northeast Credit Union





## Instructors:

**Keri Wade**

**Sarah Clemmitt**

All students are required to complete two credits of science in order to graduate from Gorham High School. One of these credits must be in the Integrated Sciences (starting with the Class of 2021) (Physical Science prior to that) and the other in the Biology Sciences. Opportunities exist within the department for students to take as many as six science courses during their high school experience. Students who intend on furthering their education should be aware of the science requirements of the institutions to which they will apply. A general rule to follow is that the admissions offices of most colleges and universities want students who have completed three years of laboratory science courses in their high school experience. Students should follow the prerequisite information and for recommendation of the instructor for the courses they wish to register.

## PATHWAYS IN SCIENCE

	Advanced Placement			College Prep			College & Career Ready
	<i>Life Sciences</i>	<i>S.T.E.M.</i>	<i>Physical Science</i>	<i>Life Sciences</i>	<i>S.T.E.M.</i>	<i>Physical Science</i>	<i>Minimum Science Requirements</i>
<b>Gr 9</b>	Integrated Science A & B  S.T.E.M.	Integrated Science A & B  S.T.E.M.	Integrated Science A & B  S.T.E.M.	Integrated Science A & B  S.T.E.M.	Integrated Science A & B  S.T.E.M.	Integrated Science A & B  S.T.E.M.	Integrated Science A & B  S.T.E.M.
<b>Gr 10</b>	Pre-A.P. Biology (preferred) Or Biology Level 1	A.P. Computer Science Principles*		Biology Level 1 (preferred) Or Biology Level 2	Intro. to Computer Science And/OR S.T.E.M. Tech		Biology Level 2 Or Biology Level 3  S.T.E.M. Tech
<b>Gr 11</b>	R.S. Anatomy & Physiology	A.P. Computer Science Principles*	A.P. Chemistry And/OR Physics Honors**	R.S. Anatomy & Physiology (if contemplating medical field)	A.P. Computer Science Principles	Chemistry	Career & Technical Education Program at B.H.S. (2-yr)
<b>Gr 12</b>	A.P. Biology	A.P. Computer Science Principles*	A.P. Chemistry And/OR Physics Honors**	Optional: Forensic Science, Human Biology (heterogen		A.P. Chemistry (if interested & meets	Career & Technical Education Program at B.H.S. (2-yr)

				eous grouping grade 11 or 12)		prerequisites) And/Or Physics Honors**	S.T.E.M. Entrepreneur
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\*May be taken any year grade 10, 11, or 12.

\*\*At least concurrently enrolled in Precalculus.

Science course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Integrated Science A	9				0.5
Integrated Science B	9				0.5
Biology		10			10
Chemistry			11	12	1.0
Advanced Placement Chemistry			11	12	2.0
Physics Honors			11	12	1.0
Mission to Mars I, II, III, or IV		10	11	12	0.25
Aquatic Biology		10	11	12	0.5
R.S. Anatomy & Physiology I		10	11	12	1.0
Advanced Placement Biology			11	12	2.0
Lab Assistant				12	0.5/1.0
Research Project			11	12	0.5/1.0

**Unless otherwise noted, the following courses would fulfill the graduation requirement for Science.**

### **INTEGRATED SCIENCE A**

Required

Grade 9

0.5 credit

18 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.3, 3.1

Homogeneous Grouping

Integrated Science A builds on the middle school ideas & skills, allowing students to explain more in-depth phenomena central not only to physics, but to life and earth & space sciences as well. The focus is on developing & using models, planning & conducting investigations, analyzing & interpreting data, using mathematical & computational thinking, and constructing explanations to understand forces & interactions, energy, and waves & the electromagnetic radiation. This course runs concurrently with S.T.E.M.

### **INTEGRATED SCIENCE B**

Required

Grade 9

0.5 credit

18 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.3, 3.1

Homogeneous Grouping

Integrated Science B builds on the middle school ideas & skills allowing students to explain more in-depth phenomena central not only to chemistry, but to life and earth & space sciences as well. The focus is on developing & using models, planning & conducting investigations, analyzing & interpreting data, using mathematical & computational thinking, and constructing explanations to understand structure & matter and chemical reactions. This course runs concurrently with S.T.E.M.

## **BIOLOGY**

Required  
Grade 10  
1.0 credit  
18 weeks  
Prerequisites: See below

Learning Expectations: 1.1, 1.2, 2.3, 3.1  
Homogeneous Grouping

Biology is an introductory course that explores life on many different levels, from molecular to the global. The seven themes that will be investigated through inquiry labs, activities, models, discussions, and projects are: structure and function, heredity, homeostasis, unity and diversity, evolution, reproduction, and interactions with the environment. Qualitative analysis of biological processes will be the emphasis. Biology may be paced according to the following classes: Pre-A.P. Biology (Prerequisite: minimum 85 or higher in Integrated Science Level 1/teacher recommendation); Level 1/2 Biology (Prerequisite: minimum 80 or higher in Integrated Science and teacher recommendation); Level 2/3 Biology.

## **CHEMISTRY**

Grades 11-12  
1.0 credit  
18 weeks  
Prerequisites: Intro to Chemistry, Algebra 1 or Math 1

Learning Expectations: 1.1, 1.2, 2.2, 3.1  
Homogeneous Grouping

Chemistry explores the structure and interactions of matter and energy and its structure, adding depth to the concepts presented in Integrated Science. Chemical theories and concepts will be analyzed experimentally and theoretically through problem sets. At the end of the course, students will be able to manipulate typical laboratory equipment, describe and quantify chemical phenomena, and apply their algebra skills in simple quantitative chemical work.

## **ADVANCED PLACEMENT CHEMISTRY**

Grades 11-12  
2.0 credit  
36 weeks  
Prerequisites: Integrated Science (Physical Science), Biology, Chemistry, Algebra 2 or Math 3 (all with at least an 80% or higher), Note: some students may elect to take Chemistry prior to A.P. Chemistry, see instructor recommendation on this.

Learning Expectations: 1.1, 1.2, 2.2, 3.1  
Homogeneous Grouping

A.P. Chemistry provides students with a college-level foundation in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore the key concepts and related content organized around six underlying principles, or Big Ideas, that encompass core scientific principles, theories, and processes. (1) Chemical elements are the building blocks of matter, which can be understood in terms of the arrangements of atoms. (2) Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them. (3) Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons. (4) Rates of chemical reactions are determined by details of molecular collisions. (5) The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter. (6) Bonds or attractions that can be formed can be broken are in constant competition, sensitive to initial conditions and external forces or changes.

Throughout the course students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Twenty-five percent of instructional time is devoted to inquiry-based laboratory investigations. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

A.P. Chemistry has a corresponding exam that participating schools worldwide administer in May. The Chemistry A.P. exam represents the culmination of the A.P. Chemistry Course, and is thus an integral part of the program. **Students will be expected to sit for the A.P. Chemistry exam in May for college credit.** Please refer to "Advanced Placement Policy" for further information in determining if this course is right for you.

### **PHYSICS HONORS**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: Precalculus or co-requisite Precalculus

Learning Expectations: 1.1, 1.2, 2.2, 3.1

Homogeneous Grouping

Physics students investigate the many forms of energy governing the universe. Quantitative analysis and problem solving skills using both algebraic and trigonometric knowledge will be emphasized. Experiments are integrated throughout the course to resolve the difference between theory and observable performance. A number of projects will extend the concepts learned in class.

### **MISSION TO MARS I, II, III or IV**

Grades 10-12

0.25 credit each

9 weeks each

Prerequisites: None

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3

Heterogeneous Grouping

Students will become N.A.S.A. project managers addressing the scientific, technological, engineering and human requirements of a manned mission to Mars required to plan and design a simulated mission. Their design will balance the return of science data with mission limitations such as risks factors, power, mass and budget.

### **AQUATIC BIOLOGY**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: Biology

Learning Expectations: 1.1, 1.2, 2.3, 3.2

Heterogeneous Grouping

This is a lecture-laboratory and field based course focusing on the scientific study of organisms in the ocean, freshwater, brackish or other marine bodies of water. Focus will be on inland freshwater habitats covering physical, chemical, and biological interrelationships. Field study will include sampling and identification of microscopic and macroscopic biota. Possible lecture topics will include oceanography, behavior, conservation, fisheries, exploration and activism.

Possible honors credit for completing a self-designed field based research project.

### **RUNNING START ANATOMY & PHYSIOLOGY I**

Grades 10-12

1.0 credit

18 weeks

Prerequisites: Integrated Science (Physical Science), Biology Level 1, 80 or higher in Biology or teacher recommendation

Learning Expectations: 1.1, 1.2, 2.3, 3.1

Homogeneous Grouping

Anatomy and Physiology is a course designed to provide a basic understanding and working knowledge of the human body, and to apply this essential material to career explorations. There are two major themes echoed throughout this course: homeostasis and pathology. Pathology is viewed as a disruption in homeostasis. Thus, the course will present a number of clinical topics and contrast them with specific normal processes. Anatomy and Physiology is organized into four principle areas of concentration: 1) Organization: cells, tissues, organs, and organ systems. 2) Support and Movement: skeletal and muscular systems. 3) Maintenance: digestion, cellular metabolism, urine

production, and endocrine. 4) Continuity: reproductive systems, sexual development, genetics. 5) Regulation: nervous system, respiratory system and circulatory system. A&P I focuses primarily on principles 1-3, while A&P II focuses on principles 4 & 5.

### **ADVANCED PLACEMENT BIOLOGY**

Grades 11-12

2.0 credits

36 weeks

Prerequisites: Integrated Science (Physical Science), Biology Level 1, Chemistry, Anatomy & Physiology I

Learning Expectations: 1.1, 1.2, 1.3

Homogeneous Grouping

This course is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year. Some A.P. students, as college freshmen, are permitted to undertake upper-level courses in biology or to register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory science course and will be able to undertake other courses to pursue their majors. A.P. Biology includes the topics regularly covered in a college biology course for majors. The textbook used for A.P. Biology is one used by college biology majors and the labs done by A.P. students are the equivalent of those done by college students. The A.P. Biology course is designed to be taken by students after the successful completion of biology, chemistry, and anatomy and physiology. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals of A.P. Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in A.P. Biology is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. A.P. Biology has a corresponding exam that participating schools worldwide administer in May. The Biology A.P. exam represents the culmination of the A.P. Biology Course, and is thus an integral part of the program. Students will be expected to sit for the A.P. Biology exam in April for college credits. Please refer to "Advanced Placement Policy" for further information in determining if this course is right for you. This is a year-long course: A.P. Biology will be quarters 1, 2, and 3 and Human Anatomy & Physiology II will be quarter 4.

### **LAB ASSISTANT**

Grade 12

0.5 credit - 9 weeks

1.0 credit -18 weeks

Prerequisites: By invitation only; if interested please see a science/STEM teacher.

Learning Expectations: 1.2, 1.3, 2.2, 3.1

Heterogeneous Grouping

Students directly participate in ongoing preparation for lab classes taught concurrently. Duties include, but are not limited to, designing and setting up new and previously run laboratory experiments & lab tests, piloting new experiments and the technology associated with them, and maintaining an up-to-date chemical inventory. Students will be involved with our younger students by either tutoring students currently taking science/S.T.E.M., working with elementary teachers and their science classes, or teaching weekly science lessons to preschool students. Based on their knowledge and experiences, students are expected to enhance the school's teaching of science, as well as expand their own base knowledge.

### **RESEARCH PROJECT**

Grades 11-12

0.5 credit - 9 weeks

1.0 credit - 18 weeks

Prerequisites: Science or S.T.E.M. Faculty Approval Only

Learning Expectations: 1.2, 1.3, 2.2, 3.1

Heterogeneous Grouping

Students conduct research projects (from any discipline) based on an approved proposal. All students work either independently or on a team, with the guidance of a science faculty advisor. Requirements include the completion of a journal, project display, oral presentation, and final paper. Students should see one of the science or S.T.E.M. faculty members about project ideas.

<b>These Courses Were Offered During the 2016-17 School Year</b>
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### **HUMAN BIOLOGY**

Grades 10-12

0.5 credit - 9 weeks

1.0 credit - 18 weeks

Prerequisites: Biology

Learning Expectations: 1.1, 1.2, 2.3, 3.1

Heterogeneous Grouping

The Human Biology course is designed to be an introductory hands-on, inquisitive approach to the human body. As humans, we really like breathing oxygen, not getting sick, moving, eating and getting rid of unwanted substances. Do you know why? We will explore the human biological systems through inquisitive processes, such as: building models, dissections, games, laboratory activities and research. Some of the biological systems that may be covered include: The Immune System, Circulatory System, Digestive System, Excretory System (Kidneys'), Nervous System, Pulmonary/Respiratory System, Muscular System and Skeletal Systems. This course is recommended if you are taking the T.E.A.S. Assessment Test.

### **INTRODUCTION TO FORENSIC SCIENCE**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: Biology

Learning Expectations: 1.1, 1.2, 2.2, 3.1

Heterogeneous Grouping

This is a nine-week unit for students to explore the world of forensic science. The class is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning. Possible topics include crime scene analysis, eyewitness accounts, fingerprinting, trace evidence, impression evidence, blood evidence, arson investigations, and more! Forensic Science involves all areas of science. Students will be asked to hypothesize, interview, compute and use deductive reasoning to propose crime solutions.

# SCIENCE TECHNOLOGY ENGINEERING MATH (S.T.E.M.)



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**Instructor:**  
**Jen Corrigan**

The focus of Science, Technology, Engineering, and Math (S.T.E.M.) is to expose students to the engineering design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. These courses give students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Used in combination with a teaming approach, this type of learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. All students are required to complete 1.5 credits of S.T.E.M. in order to graduate from Gorham High School.

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S.T.E.M. course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
S.T.E.M.	9				1.0
S.T.E.M. Tech		10	11	12	0.5
S.T.E.M. Entrepreneur		10	11	12	0.5
A.P. Computer Science Principles		10	11	12	2.0
Intro to Computer Science		10	11	12	0.5

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**Unless otherwise noted, the following courses would fulfill the graduation requirement for Computer Literacy/Technology.**

## **S.T.E.M.**

Required

Grade 9

1.0 credit

36 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3  
Homogeneous Grouping

Students will employ engineering and scientific concepts in the solution of engineering design problems in cooperation with Integrated Science. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community.



**S.T.E.M. TECH**

Elective

Grades 10-12

0.5 credit

9 weeks

Prerequisites: S.T.E.M.

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3

Heterogeneous Grouping

This is a canvass course in STEM technology. Students will gain experience in using current technology tools such as laser cut & CNC design, 3D printing, robotics, programming, and circuitry. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Themes of design process and ethical use of technology will permeate the course.

**S.T.E.M. Entrepreneur**

Elective

Grades 10-12

0.5 credit

9 weeks

Prerequisites: S.T.E.M.

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3

Heterogeneous Grouping

In this course, the student will evaluate a project concept and write a sound project plan. In the process of doing so, the student will be able to assess the strengths and weaknesses of a project/business concept; prepare a marketing plan using data; and investigate the financials for their venture. In addition, students will be able to identify and evaluate various resources available for funding the venture. Both written and oral communication skills will permeate this course.

**ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

Honors

Grades 10-12

2.0 credits

36 weeks

Prerequisites: Math I, S.T.E.M.

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3

Homogeneous Grouping

A.P. Computer Science Principles is designed to be the equivalent of a first-semester introductory college or university computer science course. A.P. Computer Science Principles introduces you to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society.

The A.P. Computer Science Principles course is organized around seven big ideas, which are essential to studying computer science.

**Big Idea 1: Creativity**

Computing is a creative activity. In this course, you will use the tools and techniques of computer science to create interesting and relevant digital artifacts (e.g., a video, animation, infographic, audio recording or program) with characteristics that are enhanced by computation.

**Big Idea 2: Abstraction**

Abstraction is a central problem-solving technique in computer science. In this course, you'll use abstraction to model the world and communicate with people and machines.

**Big Idea 3: Data and Information**

Data and information facilitate the creation of knowledge. Managing and interpreting an overwhelming amount of raw data is part of the foundation of our information society and technology. In this course, you will work with data to better understand the many ways in which data is transformed into information and knowledge.

**Big Idea 4: Algorithms**



Algorithms are used to develop and express solutions to computational problems. They are fundamental to even the most basic everyday task. In this course, you will work with algorithms in many ways: You will develop and express original algorithms, implement algorithms in a language, and analyze algorithms analytically and empirically.

#### Big Idea 5: Programming

Programming enables problem solving, human expression, and creation of knowledge. It results in the creation of software, and it facilitates the creation of computational artifacts, including music, images, and visualizations. In this course, you'll learn the fundamental concepts of programming that can be applied across a variety of projects and languages. You will create programs, translating human intention into computational artifacts.

#### Big Idea 6: The Internet

The Internet and systems built on it have a profound impact on society. It pervades modern computing. In this course, you will: gain insight into how the Internet operates; study characteristics of the Internet and systems built on it; and analyze important concerns, such as cybersecurity.

#### Big Idea 7: Global Impact

Computation has changed the way people think, work, live, and play. In this course, you'll become familiar with many ways in which computing enables innovation. You will analyze the potential benefits and harmful effects of computing in a number of contexts.

### **INTRO TO COMPUTER SCIENCE**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: Math I, S.T.E.M.

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3

Heterogeneous Grouping

Introduction to Computer Science is designed to be a beginner level programming experience in an interactive environment. In this course we will explore animation, storytelling, gaming, and hacking. Introduction to Computer Science introduces you to the foundations of computer science with a focus on how computing is integrated with society. Along with the fundamentals of computing, you will learn to analyze data, troubleshoot to create technology that has a practical impact, and gain a broader understanding of how humans interact with technology.

# SOCIAL STUDIES



**Instructors:**  
**Peter Gagnon**  
**Ethan Emerson**

The Social Studies Department wants to provide students with opportunities to foster ideals and values, develop a global perspective, and to understand economic theories. These opportunities will help students understand and appreciate their world and government so that they may become enlightened and active citizens. Graduates from Gorham High School will be able to connect the knowledge and skills obtained throughout their high school experience so they can apply their knowledge to the ever-changing world.

## PATHWAYS IN SOCIAL STUDIES

	<b>High 4-Year Degree: Humanities Focus</b>	<b>High 4-Year College Focus</b>	<b>4-Year College Focus</b>	<b>College &amp; Career Ready</b>
<b>Gr. 9</b>	World History Level 1	World History Level 1	World History Level 2 or higher	World History Level 3 or higher
<b>Gr. 10</b>	Economics N.H. Studies	Economics N.H. Studies	Economics N.H. Studies	Economics N.H. Studies
<b>Gr. 11</b>	A.P. U.S. History R.S. Electives	U.S. History Honors R.S. Electives	U.S. History Level 1 or higher R.S. Electives	U.S. History Level 2 or higher
<b>Gr. 12</b>	A.P. U.S. History R.S. Electives	R.S. Electives	R.S. Electives	Electives

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Social Studies course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
World History	9				1.0
Economics		10	11	12	0.5
Advanced Placement U.S. History			11	12	2.0
U.S. History Level 1			11	12	1.0
U.S. History Level 2			11	12	1.0
N.H. Studies		10	11	12	0.5
The 20 <sup>th</sup> Century: 1900-1950		10	11	12	0.5
The 20 <sup>th</sup> Century: 1950-Present		10	11	12	0.5
R.S. 20 <sup>th</sup> Century			11	12	1.0
R.S. Sociology			11	12	1.0
R.S. Psychology			11	12	1.0
R.S. Critical Thinking			11	12	0.5
21 <sup>ST</sup> Century Contemporary Issues			11	12	0.5
World Religions		10	11	12	0.5

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**Unless otherwise noted, the following courses would fulfill the graduation requirement for Social Studies.**

**WORLD HISTORY**

Required

Grade 9

1.0 credit

18 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.1, 3.1

Heterogeneous Grouping

The course is designed to develop and sharpen skills in reading, writing, public speaking, research, critical thinking, and inquiry. Along with skill development, the course is designed to make students aware of the chronological development of humans as social and political beings from the prehistoric period to the present. All world areas are addressed in this course, with an emphasis on those areas that have had a significant impact on the development of Western culture.

**ECONOMICS**

Required

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.2, 2.2, 2.3, 3.3

Heterogeneous Grouping

Economics is the study of the allocation and utilization of limited resources to meet society's needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of economic concepts, the economic system of the United States, other economic systems, the interactions between and among different types of economies, and patterns of world trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.

**ADVANCED PLACEMENT U.S. HISTORY**

Grades 11-12

2.0 Credits

36 Weeks

Prerequisites: 80 average in preceding social studies class or teacher recommendation

Learning Expectations: 1.1, 1.2, 2.3, 3.3

Homogenous Grouping

The A.P. U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. A.P. U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course and will prepare students to take the A.P. U.S. History Exam. The U.S. History A.P. exam is a college-level assessment developed and scored by college and university faculty as well as experienced A.P. teachers. A.P. Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work.

### **U.S. HISTORY LEVEL 1**

Required

Grades 11-12

1.0 credit

18 weeks

Prerequisites: 80 average in preceding social studies class or teacher recommendation

Learning Expectations: 1.1, 1.2, 2.3, 3.1

Homogeneous Grouping

U.S. History is a survey course of United States History examining the nation from early colonization through today. This course will require consistent outside reading and class time will focus around the examination and analysis of primary sources, discussion, and critical thinking through a variety of methods. Ultimately, the major goal of U.S. History is to learn about civics, our country, celebrate our triumphs and successes, recognize the mistakes and problems, and appreciate the challenges that our country faced and still faces and to understand that solving the countries "problems" is an ongoing process that we are all involved with.

### **U.S. HISTORY LEVEL 2**

Required

Grades 11-12

1.0 credit

18 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.3, 3.1

Heterogeneous Grouping

The student of U.S. History can discover the past only by the relics that have been left behind for the present. Historians of all periods have been stifled by this limitation. For each of you taking this course you will be presented with historical events, people, and primary sources to help you to understand the history of the United States. To understand the present you must understand the past. While learning about the history of the United States, you will also utilize reading, writing, and critical thinking skills to analyze, interpret, debate, and reflect on the major themes and issue in our nation's history. The major goal of U.S. History is to learn about our country, celebrate our triumphs and successes, recognize the mistakes and problems, and appreciate the challenges that our country faced and still faces and to understand that solving the countries "problems" is an ongoing process that we are all involved with. Each day, lessons from history help shape the decisions we make for ourselves, our nation, and our future. Students will primarily focus on U.S History from the writing of the Constitution until the turn of the 20<sup>th</sup> century, while making applications to other time periods and today.

The focus of civics is to prepare students to participate in exercising their political responsibilities as thoughtful and informed citizens. Civics provides a basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible

participation. Emphasis is placed on the historical development of government and political systems; the United States Constitution; Federal, State and local government structure; and the rights and responsibilities of citizenship. Students will learn about political parties and the political process, government and its function, and the structure and working of the American system of government. Students will actively investigate local, state and national issues, participate in discussions, and present information both through writing and projects.

### **N.H. STUDIES**

Required  
Grades 10-12  
0.5 credit  
9 weeks  
Prerequisite: None

Learning Expectations: 1.1, 1.3, 2.1, 3.2  
Heterogeneous Grouping

New Hampshire Studies is a course designed to provide students with general awareness and understanding of: a) the history of New Hampshire from its geologic beginnings to today; b) the structure and function of state, county, and municipal government in the state; and c) the skills necessary to be active and competent participants in the political and social life of their community and state.

### **THE 20<sup>TH</sup> CENTURY: 1900-1950**

Grades 10-12  
0.5 credit  
9 weeks  
Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.1, 3.1  
Heterogeneous Grouping

The first course will deal with World War I to Vietnam - Flappers, Model T's, Prohibition, The Great Depression, The New Deal, and FDR. We will also discuss the onset of Rock 'n Roll, the T.V. boom, the Red Scare, the Korean War, and the Civil Rights Movement. The course will finish up with Vietnam.

### **THE 20<sup>TH</sup> CENTURY: 1950-Present**

Grades 10-12  
0.5 credit  
9 weeks  
Prerequisites: None

Learning Expectations: 1.1, 1.3, 2.1, 3.1  
Heterogeneous Grouping

This course will start off where the first course ended. The Vietnam War will be looked at in length. The course will deal with Watergate to George Bush. How have the past thirty years impacted our current world? In this course the students will examine the recent past and apply their knowledge to their lives and the events in America and the world today. Students will examine how both liberal and conservative political forces have shaped public policy. Current events will also be used to tie the present to the past.

### **RUNNING START 20<sup>TH</sup> CENTURY**

Grades 11-12  
1.0 credit  
18 weeks  
Prerequisites: 80 average in preceding social studies class or teacher recommendation

Learning Expectations: 1.1, 1.3, 2.1, 3.1  
Heterogeneous Grouping

The first half of the 20<sup>th</sup> century is an exciting period where new developments in science, world wars and economic shifts changed the world. This course is open to any student grades 10-12 who wants to learn about the major political, economic and social changes that took place during the first half of the 20<sup>th</sup> century. This course will focus on the United States and its history over the first 50 years of

the last century. Students will have regular tests, quizzes and projects and are expected to participate in class discussions.

**Running Start Option:** Running Start credit will be available for **Juniors and Seniors** taking this course if they meet the following conditions: the student must sign up and meet the requirements of Running Start; they must take **both** 20<sup>th</sup> Century courses (Part I and Part II); and they must complete several extra assignments outside of class.

### **RUNNING START SOCIOLOGY**

Grades 11-12

1.0 credit

18 weeks

Learning Expectations: 1.2, 2.1, 2.3, 3.2

Heterogeneous Grouping

Prerequisites: 80 average in preceding social studies class or teacher recommendation

This 18-week course will be a Running Start course offered to juniors and seniors only. We will be using the same curriculum as the White Mountains Community College Sociology course. These credits will transfer to most colleges. Students should check with prospective colleges to make sure that the credits will be accepted. You need to receive at least a "C" for the course in order for the credits to transfer.

In this course we will be studying the origin, development, organization, and function of people in collective behavior. Emphasis is placed on the tools and methods of sociological research, culture, socialization, social organization, social institutions, and social change. There will be many research papers assigned in this course. This course is recommended for those students interested in behavioral science.

It is possible for students in grades 10-12 to take sociology as a 9-week course for 0.5 credit. Running Start credit is not available if this option is taken. Sociology A will cover the first 9 weeks of the 18-week course and Sociology B will cover the second 9 weeks.

### **RUNNING START PSYCHOLOGY**

Grades 11-12

1.0 credit

18 weeks

Learning Expectations: 1.2, 2.1, 2.3, 3.1

Heterogeneous Grouping

Prerequisites: 80 average in preceding social studies class or teacher recommendation

This 18-week course will be a "running start" course. That means it will be the same as the White Mountains Community College Psychology class. These credits will transfer to most colleges. Students should check their prospective colleges to make sure that the credits will be accepted. The cost of the course is \$150.00, which gives the student 3 college credits. The student must complete the college course requirements in order to receive the credit. This is a challenging course.

General objectives of the course will be the study of General Psychology that will cause the student to identify the roles and applications of the field of psychology as they apply to individual behavior. The textbook will be a college psychology book. The author of the book is Jerome Kagan and Julius Segal. The title of the book is Psychology: An Introduction. Students will take objective tests based on the textbook and there will be reading and project assignments.

### **RUNNING START CRITICAL THINKING**

Grades 11-12

0.5 credit

9 weeks

Learning Expectations: 1.2, 2.1, 2.3, 3.1

Heterogeneous Grouping

Prerequisites: 80 average in preceding social studies class or teacher recommendation

This course is designed to help students think more critically and to provide appropriate evidence for their ideas and positions. Students are immersed in a process that encourages them to practice and value objective inquiry over subjective preconceptions. By careful examination of their own thinking processes and the strategies of successful problem-solvers, students build a wide range of effective thinking skills. Students will apply these strategies to current situations and dilemmas that will range from the practical to the abstract.

### **21<sup>st</sup> CENTURY CONTEMPORARY ISSUES**

Grades 11-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.1, 2.3, 3.1

Heterogeneous Grouping

Through this quarter-long course, students will examine the real-world issues of the day and their generation through readings, news articles, discussions, debates, and more. Political, economic, and social issues abound in this course, with topics such as civil liberties, foreign and domestic policies, international conflicts and crises, and elections taking the center stage. Students will approach these issues from various angles, with an emphasis on the critical thinking skills of contextualization and historical synthesis. Students will become culturally literate and have an understanding of the issues of the "real world" they are about to enter into.

\*Honors Option consists of several outside readings as well as 3-4 critical thinking projects

### **WORLD RELIGIONS**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

This class will explore the spiritual approaches of people around the world. The histories, practices, beliefs, and values of world religions will be the focus. Students will gain a clear understanding of how religion has informed the lives of people around the globe. Five major areas will be covered: Judaism, Christianity, Islam, Hinduism, and Buddhism. Texts include the Torah, Bible, Qur'an, Bhagavad-Gita and current news articles. There will be several guest speakers representing the Faiths we study and students will have the opportunity to ask questions and discuss the religion. Students will also examine current events that are connected to religious issues and explore how religious issues affect secular societies.

# SPECIAL EDUCATION



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**Instructor:**  
**Victoria Hill**  
**Paraprofessionals**

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It is the mission of the Special Education Department, in collaboration with families and community, to provide students with disabilities sound educational opportunities, support and services. This is done in conjunction with the general education curriculum. Such practices will facilitate students' physical, social, emotional and vocational potential to allow them to be contributing citizens within society. This will be accompanied with the frameworks of district, state and federal standards.

Thus, special education programs and related services at Gorham High School are designed to provide direct instruction, mainstreamed support services, and appropriate placement for students with educational disabilities. The special education program options range from a separate classroom setting to full inclusion with structured academic support and special education consultation with classroom teachers.

Student eligibility for special education services is determined by the I.E.P. team, which consists of the student, parents, teachers, guidance counselors, and administrators. The New Hampshire Rules for the Education of Children with Disabilities govern the entire special education process. Each student involved in the special education program will have an assigned case manager as well as an Individual Education Plan (I.E.P.), detailing his/her special educational goals/objectives and services.

If a student experiences learning difficulties in school, the student and the student's parents should discuss concerns with teachers or guidance counselors. They will be able to assist in determining if a referral to the Core Team is appropriate.

Courses offered by this department are individually designed to accommodate the learning styles and abilities of students who otherwise would not profit from instruction within the regular program. The emphasis of instruction is three-fold: 1) curriculum instruction, 2) refinement of study skills to enable the student to participate more fully in the regular classroom, and 3) preparation for independent living and the world of work.

Prerequisites: Recommendation by the Pupil Placement Team and approval of parents in accordance state and federal legislation are prerequisites to enrollment in any course offered by this department.

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Special Education offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Guided Study	9	10	11	12	0.5

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## **GUIDED STUDY**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

This one half credit course is designed to provide ongoing instruction in study skills and self-advocacy. Students receive tutorial assistance for their academic classes. Placement in this class is determined by the school counseling office or Special Education Placement Team. Typically, students



who require a guided study class are identified as having a disability under Special Education or 504 criteria. This class typically includes heterogeneous grouping of students. The course may be repeated as needed, if scheduling allows, during the high school years.

# WORLD LANGUAGE



**Instructor:**  
**Misty Strevig**

We encourage all students at Gorham High School to study a world language. Due to our proximity with Canada and our rich cultural and regional heritage, French is the world language offered in our school. The World Language Department's goal is to provide students with practical skills in reading, writing, listening and speaking French, as well as with a base of knowledge about the world and other cultures where French is spoken.

Any student enrolled in a world language course is expected to participate actively on a daily basis and demonstrate the commitment and motivation to attain language proficiency. The instructor will use a variety of textbooks and authentic resources as needed to teach the five C's -- Communication, Cultures, Connections, Comparisons, and Communities, and to help students develop competency in using French. Proficiency will be measured by the Can-Do Statements, and students will progress from Novice-low to Intermediate -mid or -high in performance.

For some students, a major concern is the "world language requirement" that most colleges have for admissions. Most four-year colleges require a minimum of two and preferably three to four *consecutive* years of a world language. This requirement may differ from one college to another and it is best for every student for whom this is a concern to consult with the instructor and the guidance office to ensure that the amount and level of world language is appropriate for their situation. Online classes are available to students who may wish to pursue another language instead of or in addition to French. Students who excel in French are strongly encouraged to study an additional language when possible.

World Language course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
French I	9	10	11	12	1.0
French II		10	11	12	1.0
R.S. French III			11	12	1.0
R.S. French IV			11	12	1.0
Internship in French			11	12	0.5
Ind. Study in French - Teaching		10	11	12	0.5

**Unless otherwise noted, the following courses would fulfill the graduation requirement for Electives.**

## **FRENCH I**

Highly Recommended  
Grade 9 (10-12)  
1.0 credit  
36 weeks  
Prerequisites: None

Learning Expectations: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2  
Heterogeneous Grouping

French I is the first level of high school French and is open to all students. The primary aim of this class is to teach students to communicate at a Novice-Mid to Novice-High level in French. They will develop skills in reading, writing, listening and speaking, and the teacher will use a structured immersion method where at least 80 percent of the teacher's communication will be in French. Students will be expected to use French and will be graded on participation in a variety of learning activities, such as speaking in pairs, games, individual work, and student-centered projects.

## **FRENCH II**

Grades 10-11 (12)

1.0 credit

18 weeks

Prerequisites: Demonstrated progress and proficiency in French I

Learning Expectations: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2

Heterogeneous Grouping

French II is the second level of high school French. This course builds upon the foundation developed in French I. Students will practice interpretive, interpersonal, and presentational skills through various group, pair and individual activities. More emphasis will be given to grammar and linguistics to prepare students for higher-order understanding of language. Students will analyze and compare French-speaking countries and cultures of the world with our own. Students will be expected to use French and will be graded on participation.

## **RUNNING START FRENCH III**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: Students must perform a majority of Novice-High tasks as demonstrated on French II final exam and summative assessments.

Learning Expectations: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2

Heterogeneous Grouping

This course is a continuation of the study of the French language and its various cultures. Students in this course will use French at the Intermediate level in order to increase proficiency in all the modes of communication: reading, writing, listening, and speaking. Proficiency will be measured by ability to perform the Can-Do Statements. Students will also practice grammar daily and be expected to explain mechanics of the French language. Students will be graded on their attempts to communicate in French while in class, and the instructor will speak mostly French, with modifications depending on learner needs.

## **RUNNING START FRENCH IV**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: Students must perform a majority of Novice-High tasks as demonstrated on French III final exam and summative assessments.

Learning Expectations: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2

Heterogeneous Grouping

This course is a continuation of the study of the French language and its various cultures. Students in this course will use French at the Intermediate and Advanced levels in order to increase proficiency in all the modes of communication: reading, writing, listening, and speaking. Proficiency will be measured by ability to perform the Can-Do Statements. Students in this class will use more complex language to communicate in complete sentences and paragraphs on a variety of topics. Students will be expected to speak French while in class, and the instructor will speak only French.

## **INDEPENDENT STUDY IN FRENCH-INTERMEDIATE**

Grades 10-12

1.0 credit

18 weeks

Prerequisites: French II and cumulative grade in French of B or better

Learning Expectations: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2

Heterogeneous Grouping

This independent study will assist students in maintaining their French at the Intermediate levels. Students enrolled in the course will follow a personalized program of study based upon individual interests, strengths, and weaknesses. Students may sit in on and observe common expectations for another class, such as French III or French IV. Depending on learners' needs, students may take nationally-recognized proficiency test in French at the end of the course.

**INTERNSHIP IN FRENCH**

Grades 11-12

0.5 credit

9 weeks

Prerequisites: French I

Learning Expectations: 1.1, 1.2, 1.3, 2.2, 2.3, 3.2

Heterogeneous Grouping

Students enrolled in the French internship will work with elementary and/or preschool students to deliver lessons in basic French: colors, numbers, alphabet, and basic expressions. This course will run through the School-to-Career program. For more information, see Mrs. Strevig.

# CAREER & TECHNICAL EDUCATION CENTER COURSES AT BERLIN HIGH SCHOOL

Career and Technical Education Center (C.T.E.) courses are offered at Berlin High School. C.T.E. education is a curriculum designed to provide skills and knowledge in various occupational areas. It involves the development of an individual's abilities and understanding of employability attributes that result in employment or pursuit of post-secondary technical education. Students enrolling in the C.T.E. program generally make the commitment to complete the two-year program beginning in their junior year and ending in their senior year.

Those students who wish to gain vocational training while still in high school should consider the opportunity of attending the Berlin High School C.T.E. program. Students who enroll in the program take their academic classes at Gorham High School and a one period session at the center at Berlin High School. Transportation to the center is provided by Gorham High School. Credit for each of the C.T.E. classes is worth 2.0 credits because they meet all year for a 90-minute block.

Programs meet for one period a day for the entire year and carry two credits. We have four (4) slots available for each program. For example, four students can be scheduled in Welding 11 and another four in Welding 12.

## **How Do I Apply?**

Students will be invited to tour the Berlin High School facilities to observe the offerings of the C.T.E. Program. They will then fill out the C.T.E. Program application if interested in enrolling in a program. We also ask that students select 1-2 back up programs because Berlin will only accept four students per junior and senior program. If we should have more than four people sign up, a committee will gather who will determine who the four students will be. If the student's first choice is not selected, his/her name will be considered for their second or third choice.

## **Criteria for Admission**

1. Ability to sustain a two year commitment.
2. Display responsible behavior.
3. Possess an acceptable attendance record.
4. Cumulative credits in good standing.

### C.T.E. Application Process

1. All grade 10 students will be invited to tour the B.H.S. C.T.E. Program as part of the annual spring field trip, which is held during the school day.
2. When students return from the field trip, they may complete a C.T.E. Application to select the top three choices that they are interested in applying to for the upcoming school year.
3. After discussion with parents/guardians, students will submit the completed signed application to the guidance office. There will be a deadline date to return the completed application.
4. Administration will then evaluate each student and award points for each standard using the following criteria:
  - a. Grades
  - b. Attendance
  - c. Discipline / Conduct
  - d. Future Plans

Students will be ranked according to the points they earned for each standard. Students will be selected for each program. Those students still wanting to be in the program but were not selected will be placed on a waiting list or offered a slot in another open position.

Parents and students should be aware of the following:

Students have an opportunity to get a head start on their future by learning skills that potential employers need. If accepted into the 2-year program, **juniors** will attend classes at B.H.S. during block 4. Students will be allowed to leave their block 3 class at 12:00 p.m. in order to eat lunch. A school bus is available to transport students to B.H.S. and departs G.H.S. at 12:20 p.m. The return bus will pick students up at B.H.S. at 2:15 p.m. and will return to G.H.S. at approximately 2:35 p.m.

During a student's **senior** year, the second year of the 2-year program, students will attend classes at B.H.S. during block 1. A school bus is available to transport the students to B.H.S. and departs G.H.S. at 7:05 a.m. During the first semester of the school year, the return bus will pick students up at B.H.S. at 9:00 a.m. and will return to G.H.S. at approximately 9:20 a.m. During the second semester of the school year, some C.T.E. programs will offer a second block (block 2) of instruction. The return bus will pick students up at B.H.S. at 10:45 a.m. and will return to G.H.S. at approximately 11:05 a.m.

If a student drives him/herself to and from B.H.S., parents/guardians must submit a permission letter to G.H.S. that will be kept on file. If a student rides with another student, both sets of parents/guardians must submit a letter granting their permission for this travel arrangement. Juniors can leave G.H.S. at 12:20 to go to B.H.S. Seniors must return to G.H.S. by approximately 9:20 a.m. (first semester) or by approximately 11:05 a.m. if they are staying in Berlin for block 2 during the second semester. Students should return to G.H.S. promptly so as not to miss valuable class time.

We understand the commitment needed to satisfy the two-year program at Berlin High School's C.T.E. Program. We also understand the bussing or personal vehicle accommodations that need to be made to enroll.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## **B.H.S. C.T.E. Program Application**

### Application Process:

1. Fill out, sign and return the application to Ms. Lemoine in the school counseling office.
2. Administration from G.H.S. will meet and review criteria and will consider all students who have applied in the selection process.
3. Admission decisions will be sent out according to the date specified on the G.H.S. school calendar.
4. All students not selected will be contacted if positions are available in alternate program. If not, their names will be put on a wait list.
5. B.H.S. will be sent a listing on June 1<sup>st</sup> and it will also be provided again by the first day of school.

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Name: \_\_\_\_\_

Which C.T.E. Program(s) are you interested in? Please select three, rating 1 as your top choice.

	Automotive Technology		Graphic Design
	Building Trades		Health Science Technology
	Early & Elementary Teacher Prep		Welding Technology

Please answer the following:

1. Why do you want to enroll in this C.T.E. Program? (Your #1 choice)

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2. What interests you about this field or program? Feel free to tell us about any projects, hobbies or volunteer work that demonstrates your curiosity or interest.

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3. What do you hope to gain from this program? In simple terms, consider what you hope to be able to do or accomplish in this field.

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# CAREER & TECHNICAL EDUCATION



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**All courses are heterogeneously grouped.**

## **AUTOMOTIVE TECHNOLOGY**

### **AUTO TECHNOLOGY 11**

Grade 11  
2.0 credits  
36 weeks

The combination of classroom instruction and shop experience introduces students to mechanical theory and the application of that theory. In the automotive shop, students learn diagnostic procedures as well as other automotive components such as brake mechanisms, wheel, tire, suspension and rear end units. Students also apply their knowledge and skills to the service and repair of automobiles and will begin working towards Automotive Service Excellence (A.S.E.) national certification.

### **AUTO TECHNOLOGY 12**

Grade 12  
3.0 credits  
36 weeks  
Prerequisite: Auto Technology 11

Students are provided a more in-depth study of automotive systems in grade 12, preparing them for entry level employment in the field. Broad areas of study cover electrical systems, air pollution control systems, and fuel systems. Students perform general engine performance diagnosis and repairs, brake system diagnosis and repairs, rear axle repairs and wheel alignments. Trucks and automobiles provide students the opportunity to demonstrate their ability to do diagnostic, overhaul and repair work. *(College credit may be available for this course.)*

### **INTRODUCTION TO AUTOMOTIVE SERVICE MANAGEMENT**

Grade 12  
0.5 credit  
9 weeks  
Prerequisite: Students must be currently enrolled in Auto Technology 12

This course will hone a broad range of technical skills and introduce students to management opportunities in the transportation industry. Topics will include technical writing as it relates to work orders and invoices, technical reading, automotive math, work ethics and customer relations.

### **ASE CERTIFICATION PREP**

Grade 12  
0.5 credit  
9 weeks  
Prerequisite: Students must be currently enrolled in Auto Technology 12

This course prepares students for A.S.E. Certification exams in the following area: G1, Maintenance and Light Repair (M.L.R.). A.S.E. areas A1-A8 are reviewed.



## **BUILDING TRADES**

### **BUILDING TRADES 11**

Grade 11  
2.0 credits  
36 weeks

Students participate in actual construction at a building site. Classroom emphasis is on safe work practices and proper use of hand and power tools as well as the basic knowledge required in the construction trades. During the "hands-on" portion of the program, students will gain experience in all aspects of construction including print reading, framing, roofing, siding, and interior finishes and trims. Students develop skills which are useful to anyone wishing to own a home someday.

### **BUILDING TRADES 12**

Grade 12  
2.0 credits  
36 weeks  
Prerequisite: Building Trades 11

The students in Building Trades 12 assume a greater responsibility for the project. They will receive more detailed instruction in the areas of layout and job preparation as well as more hands-on experience in the field. They will be given the opportunity to explore the different trades associated with construction. Students completing the program will possess entry level carpentry skills as well as O.S.H.A. training in construction safety, Hilti training, and pneumatic tool training.

### **EXTENDED BUILDING TRADES**

Grades 11-12  
0.5 credit  
9 weeks  
Prerequisite: Current enrollment in Building Trades 11 semester 2 or Building Trades 12

All Building Trades students are encouraged to take this course, offered semester 1 and 2 during block 2. This course is open to all students enrolled in Building Trades 12, and open second semester to students enrolled in Building Trades 11. This course will be a continuation of topics covered in Building Trades with a focus on hands-on learning.

## **DRAFTING**

### **DRAFTING 11**

Grades 11-12  
1.0 credits  
18 weeks

This is a course designed to provide students with the skills needed to enter a post-secondary college or to enter the field with entry level skills. Students will be introduced to careers in the engineering field. The emphasis of this course is to provide students with exposure to a variety of career choices such as engineering, drafting, design, computerized 3D modeling, robotics, 3D printing, programming, blueprint reading and the design process. Students will design and develop many different hands on projects. (*College credit may be available for this course.*)

### **DRAFTING 12**

Grades 11-12  
1.0 credits  
18 weeks  
Prerequisite: Drafting 11

This is a course designed to continue to provide students with the skills needed to enter a post-secondary college or to enter the field with entry level skills. Students will continue to be introduced to careers in the engineering field. The emphasis of this course is to provide students with greater level of exposure to a variety of career choices in the engineering and design fields. Students will design and develop many different hands on projects through the use of our Computer Aided Design (CAD) software. Many of these designs will be constructed with the use of technologies like, 3D printing, laser cutting & CNC machining.

### **EARLY & ELEMENTARY TEACHER PREP**

#### **EARLY & ELEMENTARY TEACHER PREP 11**

Grade 11  
2.0 credits  
36 weeks

This program is open to both male and female students interested in pursuing a career working with children. Students will work to develop an awareness of the influences on a child's intellectual, social, physical, and emotional development. Students will put their studies to practice while working as a student teacher in the BHS Mini-Mounties preschool center. Through this lab experience, students prepare for job studies in local elementary schools, and early education facilities that will be part of their second year curriculum.

#### **EARLY & ELEMENTARY TEACHER PREP 12**

Grade 12  
2.0 credits  
36 weeks  
Prerequisite: Early & Elementary Teacher Prep 11

Students will work in the preschool lab and select job studies in other community early education facilities, elementary schools, or specialized fields such as special education, art or physical education instruction. Other areas of study include: curriculum planning, educational room design, licensing rules and regulations, job training skills, and creating a professional portfolio. A dress code is maintained during teaching experiences. Enrollment in Extended Teacher Prep is encouraged. *(College credit may be available for this course.)*

#### **EXTENDED TEACHER PREP 12**

Grade 12  
1.0 – 2.0 credits  
18 weeks/credit  
Prerequisite: Current enrollment in Early & Elementary Teacher Prep 12

This course is a continuation of the topics discussed in Early & Elementary Teacher Prep 12. Students will receive further instruction and extended time on field experiences. Students currently enrolled in Early & Elementary Teacher Prep 12 are encouraged to take this course, offered both semester 1 and 2.

### **ENGINEERING – Project Lead the Way**

Project Lead The Way® (P.L.T.W.) is a not-for-profit organization that promotes pre-engineering courses for high school students. P.L.T.W. forms partnerships with public schools, higher education institutions and the private sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. The P.L.T.W. staff, with the help of consultants and advice from both industry and staff from higher education institutions, has developed a four-unit curriculum for middle schools, and a four-year (five-course) curriculum for high schools. These curricula expose students to the rigor and content of a pre-engineering

curriculum that should both interest more students in careers in these fields and promote greater success in collegiate programs. Students enrolled in the following courses should have had or be currently enrolled in Algebra I.

### **INTRODUCTION TO ENGINEERING & DRAFTING**

Grades 10-12

1.0 credit

18 weeks

Prerequisite: Algebra I

This is a course designed to provide an introduction to careers in the engineering field. The emphasis of this course is to provide students with exposure to a variety of career choices such as engineering, design, computerized 3D modeling, 3D printing, and the design process. Students design and develop many different hands on projects. *(College credit may be available for this course.)*

### **PRINCIPLES OF ENGINEERING**

Grades 11-12

1.0 credit

18 weeks

Prerequisite: Algebra I

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. *(College credit may be available for this course.)*

### **DIGITAL ELECTRONICS**

Grades 11-12

1.0 credit

18 weeks

Prerequisite: Algebra I

This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. *(College credit may be available for this course.)*

### **CIVIL ENGINEERING & ARCHITECTURE**

Grades 11-12

1.0 credit

18 weeks

Prerequisite: Algebra I, Introduction to Engineering & Drafting

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation.

### **BIOTECHNICAL ENGINEERING**

Grades 11-12

1.0 credit

18 weeks

Prerequisite: 80+ in Biology A or 90+ in Biology B; and Chemistry A or B (can take concurrently with permission)

Recommendations: 80+ Chemistry A or 85+ Chemistry B; and Algebra II

This Project Lead the Way course is intended for students interested in using engineering concepts to design materials and processes that improve biological systems. Topics include: genetic engineering and modification, D.N.A. sequencing, bioethics, forensics, agricultural engineering, biomedical implants and devices and bio-fuels.

## **GRAPHIC DESIGN**

### **GRAPHIC DESIGN 11**

Grade 11  
2.0 credits  
36 weeks

The Graphic Design program is designed to give the student the opportunity to learn skills needed in order to enter a post-secondary college or enable them to enter the job market with entry level skills. The student will learn desktop publishing, design, layout, process camera work, press, and bindery. He/she will become familiar with photography, large format printing, textile printing, and other technologies in the printing industry.

### **GRAPHIC DESIGN 12**

Grade 12  
2.0 credits  
36 weeks  
Prerequisite: Graphic Design 11

This course is designed to allow the second year student to learn the finer parts of the graphic design industry by working on every day printing projects generated by the city and schools. The student will learn two-color printing and production. During this second year, the student will be able to choose which particular career path that he/she wishes to pursue. The emphasis will then be put upon qualifying them so they may attain the experience necessary in order to enter the job market with entry level skills. *(College credit may be available for this course.)*

## **HEALTH SCIENCE TECHNOLOGY**

### **HEALTH SCIENCE TECHNOLOGY 11**

Grade 11  
2.0 credits  
36 weeks

Health Science Technology 11 is the first year of a 2-year technical program which introduces students to many facets of various health occupations. Topics covered include safety and body mechanics, infection control, history and trends in healthcare, health care systems, careers in health care, personal and professional qualities of a health care worker, legal and ethical responsibilities, medical terminology, anatomy and physiology, human growth and development and cultural diversity as it relates to health care. Students have an opportunity to observe and participate in activities in area health care facilities. Students will be required to undergo TB screening at their expense. A nursing assistant option is available in the second year.

### **HEALTH SCIENCE TECHNOLOGY 12**

Grade 12  
2.0 credits  
36 weeks  
Prerequisite: Pass H.S.T. 11 with a 70 or better

Health Science Technology 12 is the second year of a 2-year technical program offering students an opportunity for in-depth exploration in their area(s) of interest. Topics covered include nutrition and diets, geriatric care, computer technology in health care, C.P.R./First Aid training and certification, career success skills and the completion of anatomy and physiology. Students have the opportunity to practice skills in clinical internships in area health agencies. Students will be required to undergo T.B. screening at their expense.

### **LICENSED NURSING ASSISTANT (L.N.A.) TEST PREP**

Grade 12

0.5 credit

9 weeks

Prerequisite: Current enrollment in Health Science Technology 12 passing with a 70 or better

This course is designed to prepare H.S.T. students for the N.H. Board of Nursing L.N.A. licensing exam. Students are provided with additional clinical experience and opportunities to hone their patient care skills. Students must maintain a 70 average in H.S.T. and L.N.A. in order to sit for the N.H. Board of Nursing L.N.A. licensing exam. Students must provide proof through a physical exam that they are physically able to perform the duties of an L.N.A. before clinical begins. Proof of immunization must also be submitted.

## **WELDING TECHNOLOGY**

### **WELDING 11**

Grade 11

2.0 credits

36 weeks

Class and lab instruction and experience are combined to teach basic welding practices. Students will learn the basic concepts to advanced concepts of Shielded Metal Arc Welding (S.M.A.W.). Basic knowledge and hands-on practice will be performed in Gas Tungsten Arc Welding (G.T.A.W.) and Gas Metal Arc Welding (G.M.A.W.). Proficiency in oxy-fuel cutting will be accomplished. Introduction to plasma cutting is demonstrated and practiced. The students will receive instruction and hands-on practice in the welding of "T" joints, butt joints, lap joints, corner joints, and edge joints in the flat, vertical, horizontal and over-head positions in the S.M.A.W., G.T.A.W., G.M.A.W. processes. The students will also learn the safe operation of metal working equipment used to shear, bend, roll, cut and drill various metals.

### **WELDING 12**

Grade 12

2.0 credits

36 weeks

Prerequisite: Welding 11

Students strive toward mastery in Shielded Metal Arc Welding (S.M.A.W.), Gas Tungsten Arc Welding (G.T.A.W.), Gas Metal Arc Welding (G.M.A.W.) and Flux Core Arc Welding (F.C.A.W.), as well as oxy/acetylene and oxy/propylene cutting, plasma cutting and carbon arc gouging. Project based learning will expose students to manufacturing and repair using various welding processes and equipment. Students have the opportunity to hone their skills through participation in SkillsUSA. *(College credit may be available for this course.)*

### **BLUEPRINT READING FOR WELDERS**

Grades 11-12

0.5 credit

9 weeks

Students are introduced to blueprint reading and provided with the knowledge and skills necessary to read, visualize and interpret blueprints that specifically apply to the welding trade. Students will gain an understanding of welding symbols, welding preps and processes. They will also receive an introduction to free-hand sketching, basic mechanical drafting and shop math. Instructional exercises are presented to investigate occupational options such as mechanical technologies and engineering. Students enrolled in the Welding program are strongly encouraged to take this course. *(College credit may be available for this course.)*

### **WELDING CERTIFICATION PREP**

Grade 12

0.5 credit

9 weeks

Prerequisite: Students must be currently enrolled in Welding 12

This 9-week class prepares students for welding certification. Students will practice advanced welding skills in preparation to sit for an American Welding Society (A.W.S.) certification exam. A.W.S. is recognized internationally by the welding industry. Achievement of certification significantly enhances a student's job placement opportunities. Students will also be introduced to pipe welding in 6-G position.

# GLOSSARY OF IMPORTANT TERMS

**Accredited:** Official recognition that a school meets the standards of a regional or national association.

**Advanced Placement (A.P.):** College-level courses and assessments published by the College Board.

**American College Testing (A.C.T.):** One of two commonly used tests designed to assess high school students' general educational development and their ability to complete college-level work in four skill areas: English, mathematics, reading, and science reasoning.

**Associate's Degree:** An undergraduate degree awarded by a college or university upon successful completion of a program of study, usually requiring two years of full-time study. An associate's degree is typically awarded by community colleges; it may be a career or technical degree, or it may be a transfer degree, allowing students to transfer those credits to a four-year bachelor's degree-granting school.

**Audit:** To take a class to gain knowledge about a subject, but without receiving credit toward a degree.

**Bachelor's Degree:** An undergraduate degree awarded by a college or university upon successful completion of a program of study, typically requiring at least four years (or the equivalent) of full-time study. Common degree types include Bachelor of Arts (B.A. or A.B.), which refers to the liberal arts, and Bachelor of Science (B.S.). A bachelor's degree is required before starting graduate studies.

**Benchmark:** A standard for judging performance.

**Campus:** The grounds and buildings where a school is located.

**Career and Technical Education (C.T.E.):** A set of learning experiences – both in and out of the classroom – that helps students gain the skills, technical capacity, academic foundation, and real-world knowledge they need to prepare for high-skill, high-demand, high-wage careers.

**Coed:** College campus open to both men and women. Often used to describe a school that admits both sexes and a dormitory that houses both genders.

**College:** A postsecondary institution that typically provides only an undergraduate education, but in some cases, also graduate studies. "College" is often used interchangeably with "university" and "school."

**College Board:** A non-profit organization that develops and administers the S.A.T. and other standardized tests and curricula used by K-12 and post-secondary institutions to promote college-readiness and as part of the college admissions process.

**Competency Based Learning:** An instructional model characterized by the following:

- Students advance upon mastery of content
- Explicit, measurable, transferable learning objectives
- Meaningful assessment and positive learning experiences
- Timely, differential support based on individual learning needs
- Learning outcomes emphasizing the application and creation of knowledge along with the development of important skills and dispositions

**Core Curriculum:** The body of knowledge that all students are expected to learn in the subjects of English, mathematics, history/social science, and science.

**Credit Recovery Courses:** Courses that allow students to make up failed credits needed for high school graduation or be on track to enter high school prepared to meet the demands of a college-preparatory curriculum.

**Curriculum:** A program of study made up of a set of courses offered by a school.

**Deferral/Deferred Admission:** A college's act of postponing a student's application for early decision or early action so that it will be considered along with the rest of the regular applicant group. A "deferral" can also refer to a student's act of postponing enrollment for one year, if the school agrees.

**Degree:** A diploma or title awarded to students by a college or university after successful completion of a program of study.

**Department:** A division of a school, made up of faculty and support staff, which gives instruction in a particular field of study, such as the science department.

**Discipline:** An area of academic study.

**Distance Learning:** Learning in which the participants are at a distance from each other – in other words, are separated in space. Various forms of technology are used to provide educational materials and experiences to students.

**Doctorate (Ph.D.):** The highest academic degree awarded by a university upon successful completion of an advanced program of study, typically requiring at least three years of graduate study beyond the master's degree (which may be earned at a different university). Ph.D. candidates must demonstrate their mastery of a subject through oral and written exams and original, scholarly research presented in a dissertation.

**Early Childhood Education:** The education of young children, especially under the age of five.

**English as a Second Language (E.S.L.):** A program of instruction and services for non-English-speaking students or English learners to help them learn and succeed in school.

**Extracurricular Activities:** Optional activities, such as sports, that students can participate in outside of academic classes.

**Fees:** An amount of money charged by colleges and universities in addition to their tuition, to cover costs of services such as libraries and computer technology.

**Financial Aid:** All types of money offered to a student to help pay tuition, fees, and other educational expenses. This can include loans, grants, scholarships, assistantships, fellowships, and work-study jobs.

**Free Application for Federal Student Aid (F.A.F.S.A.):** Application used by U.S. citizens and permanent residents to apply for financial aid from U.S. federal and state governments.

**Free and Appropriate Public Education (F.A.P.E.):** Special education and related services provided pursuant to the federal Individuals with Disabilities Education Improvement Act of 2004 for students with disabilities at public expense, under public supervision, at no charge to the parents and based on the child's unique needs as set forth in the student's individualized education program.



**Full-Time Student:** A student who is enrolled at a college or university and is taking at least the minimum number of credits required by the school for a full course load.

**Functional Behavioral Assessment (F.B.A.):** An assessment to determine the underlying cause of functions of a child's behavior impeding the learning of the child with a disability or the learning of the child's peers.

**Grade Point Average (G.P.A.):** A student's overall academic performance, which is calculated as a numerical average of grades earned in all courses.

**Graduate:** A student who has earned a Board of Education-recognized diploma.

**Graduate School:** The division of a college or university or an independent postsecondary institution, which administers graduate studies and awards master's degrees, doctorates, or graduate certificates.

**Graduate Student/Graduate Studies:** A student who already holds an undergraduate degree and is pursuing advanced studies at a graduate school, leading to a master's, doctorate, or graduate certificate.

**Grant:** A type of financial aid that consists of an amount of free money given to a student, often by the federal or a state government, a company, a school, or a charity. A grant does not have to be repaid.

**Humanities:** Academic courses focused on human life and ideas, including history, philosophy, foreign languages, religion, art, music, and literature.

**Independent Study:** An academic course that allows students to earn credit for work done outside of the normal classroom setting. The reading or research assignment is usually designed by the students themselves or with the help of a faculty member, who monitors the progress.

**Individuals with Disabilities Education Improvement Act (I.D.E.A.) of 2004:** Federal law guiding the delivery of special education services for students with disabilities which includes the guarantee of "free and appropriate public education" for every school-age child with a disability and allows parental involvement in the educational planning process, encourages access to the general curriculum and delineates how school disciplinary rules and the obligation to provide a free appropriate public education for disabled children.

**Individualized Education Program (I.E.P.):** A written plan created for a student with disabilities by the student's parents, certain school personnel (including the student's teachers) and other interested parties. The plan is tailored to the individual student's unique needs and abilities, and establishes annual, measurable goals for the student.

**Individualized Education Program Team (I.E.P. Team):** A team charged with developing, reviewing and revising a student's individualized education program and consisting of the parent(s), the student (if appropriate), the student's regular education teachers and special education teacher, a representative of the school division qualified to supervise the provision of services, and an individual who can interpret the instructional implications of evaluation results.

**Internship:** An experience that allows students to work in a professional environment to gain training and skills.

**Ivy League:** An association of eight private universities located in the northeastern U.S., originally formed as an athletic conference. Today the term is associated with universities that are considered highly competitive and prestigious. Brown University, Columbia University, Cornell University, Dartmouth College, Harvard University, Princeton University, University of Pennsylvania, Yale University

**Letter of Recommendation:** A letter written by a student's teacher, counselor, coach or mentor that assesses his/her qualifications and skills. College/universities and graduate schools generally require recommendation letters as part of the application process.

**Liberal Arts:** Academic studies of subjects in the humanities, social sciences, and the sciences, with a focus on general knowledge, in contrast to a professional or technical emphasis. "Liberal arts" is often used interchangeably with "liberal arts and sciences" or "arts and sciences."

**Loan:** A type of financial aid that consists of an amount of money that is given to someone for a period of time, with an agreement that it will be repaid later. International students are generally not eligible for U.S. federal government loans and will typically require an American cosigner to apply for a private bank loan.

**Major:** The academic subject area that a student chooses to focus on during his/her undergraduate studies. Students typically must officially choose their major by the end of their sophomore year, allowing them to take a number of courses in the chosen area during their junior and senior years.

**Master's Degree:** A graduate degree awarded by a college or university upon successful completion of an advanced program of study, typically requiring one or two years of full-time study beyond the bachelor's degree. Common degree types include Master of Arts (M.A.), which refers to the liberal arts; Master of Science (M.S.); and Master of Business Administration (M.B.A.).

**Matriculate:** To enroll in a program of study at a college or university, with the intention of earning a degree.

**Merit Aid/Merit Scholarships:** A type of financial aid awarded by a college or university to students who have demonstrated special academic ability or talents, regardless of their financial need. Most merit aid has specific requirements if students want to continue to receive it, such as maintaining a certain G.P.A.

**Need-Based Financial Aid:** Financial aid that is awarded to students due to their financial inability to pay the full cost of attending a specific college or university, rather than specifically because of their grades or other merit.

**Need-Blind Admissions:** A college or university's policy of accepting or declining applications without considering an applicant's financial circumstances. This policy does not necessarily mean that these schools will offer enough financial aid to meet a student's full need.

**Net Price Calculator:** An online tool that allows students and families to calculate a personalized estimate of the cost of a specific college or university, after taking into account any scholarships or need-based financial aid that an applicant would receive.

**Nonresident:** A student who does not meet a state's residence requirements. A college or university may have different tuition costs and admissions policies for residents versus nonresidents.

**Online Learning:** Education in which instruction and content are delivered primarily over the Internet.

**Orientation:** A college or university's official process of welcoming new, accepted students to campus and providing them with information and policies before classes begin, usually in a half-day or full-day event.

**Part-Time Student:** A student who is enrolled at a college or university but is not taking the minimum number of credits required for a full course load.

**Pedagogy:** Instructional methods, practices, techniques and strategies.

**Ph.D.:** A doctor of philosophy degree.

**Portfolio:** A collection of student work chosen to exemplify and document a student's learning progress over time.

**Preliminary Scholastic Aptitude Test (P.S.A.T.):** A standardized practice test cosponsored by the nonprofit College Board and the National Merit Scholarship Corp., which measures reading, writing, and math skills, giving students experience with the S.A.T. Students usually take the P.S.A.T. in their junior year of high school and U.S. citizens and permanent residents can submit their scores to qualify for National Merit scholarships.

**Prerequisite:** A required course that must be completed before a student is allowed to enroll in a more advanced one.

**Priority Date:** The date by which an application must be received in order to be given full consideration. This can apply to admissions, financial aid, and on-campus housing.

**Private School:** A postsecondary institution controlled by a private individual(s) or a nongovernmental agency. A private institution is usually not supported primarily by public funds and its programs are not operated by publicly elected or appointed officials.

**Probation:** A status or period of time in which students with very low G.P.A.s or whose academic work is unsatisfactory according to the school, must improve their performance. If they are unable to do so, they may be dismissed from the school. Students may also face "disciplinary probation" for nonacademic reasons, such as behavioral problems in dorms.

**Professional School:** A higher education institution for students who have already received their undergraduate degree to gain training in specific professions, such as law, medicine, and pharmacy.

**Proficient:** Evidence that the student demonstrated the skills and knowledge defined by the Standards of Learning as appropriate for the grade level or course.

**Professional/Staff Development:** Training for teachers, principals, superintendents, administrative staff, local school board members and Board of Education members designed to enhance student achievement.

**Project-Based Learning:** An educational approach emphasizing creativity and critical thinking which uses broad, complex problems as a method for learning both content and skills. Projects are authentic and generally cross-curricular and require collaboration, either with peers or experts.

**Regular School Year:** The period of time between the opening day of school in August or September and the closing day of school for that school term that is at minimum 180 teaching days or 990 teaching hours.

**Scholastic Aptitude Test (S.A.T.):** One of two commonly used tests designed to assess high school students' general educational development and required for college entrance by many institutions of higher education; published and administered by the College Board.

**Seat-Time:** The amount of instructional time required to earn a credit (Carnegie unit) and in online learning is indicated by amount of time engaged in coursework.

**Scholarship:** A type of financial aid that consists of an amount of free money given to a student by a school, individual, organization, company, charity, or federal or state government.

**School Age:** A child who is age 5 on or before September 30 and has not reached age 20; compulsory attendance school age is 5-18.

**Standardized Testing:** Tests administered and scored under uniform (standardized) conditions.

**Standards of Learning (S.O.L.):** The minimum grade-level and subject-matter educational objectives, described as the knowledge and skills “necessary for success in school and for preparation of life,” that students are expected to meet in public schools.

**Test of English as a Foreign Language (T.O.E.F.L.):** A standardized exam administered by the nonprofit Educational Testing Service (E.T.S.), which measures English-language proficiency in reading, listening, speaking, and writing. Many U.S. colleges and universities require non-native English speakers to take the T.O.E.F.L. and submit their scores as part of the admissions process.

**Transfer Credit:** Credit granted toward a degree on the basis of studies completed at another college or university. For instances, students who transfer from a community college to a four-year college may earn some transfer credit.

**Tuition:** An amount of money charged by a school per term, per course, or per credit in exchange for instruction and training. Tuition generally does not include the cost of textbooks.

**Undergraduate Student/Undergraduate Studies:** A student enrolled in a two-year or four-year study program at a college or university after graduation from high school, leading to an associate or bachelor’s degree.

**University:** A postsecondary institution that typically offers both undergraduate and graduate degree programs. “University” is often used interchangeably with “college” and “school.”

**Visa:** An official mark or stamp in a passport that allows someone to enter a country for a particular amount of time. Common visa types for international students and scholars in the U.S. include the F-1 (student visa) and J-1 (exchange visitor visa). To apply for a U.S. visa, student applicants must first receive a Form I-20 from the college or university they plan to attend, which is created by the U.S. government’s S.E.V.I.S. database.

**Wait List:** A list of qualified applicants to a school who may be offered admission if there is a space.

**Work-Study:** A financial aid program funded by the U.S. federal government that allows undergraduate or graduate students to work part-time on campus or with approved off-campus employers. To participate in work-study, students must complete the F.A.F.S.A.

# GLOSSARY OF EDUCATIONAL TERMS

## 21<sup>ST</sup> CENTURY LEARNERS

### Assessment:

- One type of data.
- Generally refers to a student performance measure.
- Many ways to assess what our students know and can do.
- All data and assessment collected should align to the standards, values and priorities of the district and community.

### Data

- Evidence that provides information.
- Comes in many forms: quantitative and qualitative.

### Pre-Assessment

- An assessment given to students prior to a set of skills/concepts being taught to determine if students have the necessary prerequisite skills/concepts to gain proficiency in the area.
- Based on the assessment data students are given differentiated activities to work on those prerequisite skills/concepts they need additional support with.
- Pre-assessments are also used to determine if any students have proficiency on a particular set of requisite skills/concepts being taught.
- Based on assessment data students may be challenged to extend their understanding of requisite skills/concepts beyond proficiency level.

### Learning Expectations

- The goals the teacher expects students to gain proficiency on in a particular unit of study.
- These are based on National Common Core Standards.
- Some of these are grade-level and unit specific.
- Other of these are "soft goals" that transcend grade-levels and units (actively listening, responding to open-ended questions, critical thinking, problem-solving, etc.).
- These are shared with students as they are introduced into instruction.

### Activities

- These are the tasks students are involved in to gain an understanding of concepts and to acquire skills based on the learning expectations.
- These include individual tasks and group tasks.
- The general activity format is to introduce concepts/skills, model concepts/skills, provide guided practice of the concepts/skills, and to provide independent practice of the concepts/skills.

### Resources

- These are the materials students utilize during activities.
- These include both traditional resources (particular books, textbooks, magazines, etc.) and technology-based resources (software programs, web-based materials, wikis, etc.)

### Student Strategies

- These are the techniques teachers show students to help them practice skills (to find volume multiply length x width x height, to visualize make a movie in your head, etc.).
- These serve as an anchor for students to return to when they are utilizing a skill.
- These promote independence in student work as they serve as a guide for working with a skill and through a problem.
- These are differentiated to meet the needs of learners.

### Instructional Strategies

- These are the techniques (how to) teachers use in delivering content/skills (modeling skills, utilizing technology, talking through a problem out loud, etc.).
- These are differentiated to meet the needs of learners.

### Formative Assessments

- These are the on-going assessments used to determine if students are acquiring the intended goals of the learning expectation.
- The assessment data from these are used to determine if students need targeted intervention on a particular learning expectation, if instructional or student strategies need to be adjusted for some or all learners, and to see if students are ready to move on to the next learning expectation or apply the learned skills to higher level tasks.
- The scores from these serve as feedback and can be revised to ensure students understand the learning expectation and have corrected errors in their use of skills/understanding of concepts.

### Differentiation

- This includes any adjustments made to activities, assessments, strategies to assist students in acquiring the intended learning expectation.
- This is done based on the assessment data collected from formative assessments.
- The intent is not to make things easier or to change the learning expectation but instead to support students in gaining proficiency on the intended learning expectation.

### Intervention

- This includes working with students outside the scheduled class time on specific learning expectations they are not showing proficiency with.
- This is done based on the assessment data collected from formative assessments.
- This is done to provide timely assistance to students so they can continue with the planned lessons without missing and to support further instruction.

### Benchmark Assessments

- These include assessments of groups of learning expectations that have already been formatively assessed.
- These result in grades.
- The goal of these is to see if students can apply, select, and interweave the individual learning expectations as needed to solve higher level problems.
- The data from these is utilized to provide a grade at points throughout the unit.
- Students have opportunities to revise this work and grades based on the teachers' analysis of the errors made – this involves cross-referencing the benchmark and formative assessments to find discrepancies in students skills/content and application.
- Discrepancies in formative and benchmark assessment data indicate that other academic or behavioral areas of affecting the students' performance and can be addressed more specifically.
- These usually include quizzes, portions of on-going projects, small papers, etc.

### Summative Assessments

- These include final assessments for a unit – assessing all the learning expectations already addressed and assessed throughout the unit.
- These result in grades.
- The goal of these is to have students demonstrate what they have learned from the unit and what they can apply to real-world, authentic problems – this requires students to draw upon and select appropriate content and skills as needed in the task.
- These usually include tests, projects, and papers.
- The data from these is used to set on-going goals for the revision of units and long-term intervention of specific students' skills – this is done by examining the weakest learning expectations of a unit and focusing on them in future professional development and curriculum work.

## 21<sup>st</sup> Century Skills

- These include the readiness skills for careers and colleges.
- These are incorporated as strategies and activities for teaching students content and skills.
- These are embedded in the summative assessment tasks to ensure they are authentic experiences.