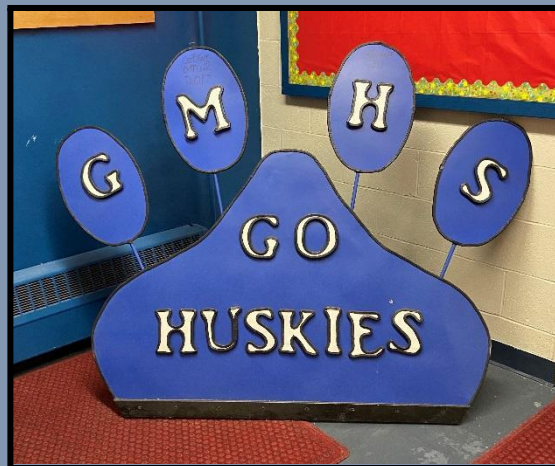




# GORHAM HIGH SCHOOL



# PROGRAM OF STUDIES 2023-2024



## **Follow Your Dreams**

*By Jim Boswell*

*When others say "It's hopeless and it really can't be done."  
When they tell you "It's all over. It's a race that can't be won."  
And they promise "You could spend your life just lying in the sun."  
Follow your dreams! Follow your dreams!*

*When the people you admire, but who wouldn't understand,  
Tell you "Other roads are safer. Your dreams are much too grand."  
Or the doubters and the tempters try to take you by the hand.  
Follow your dreams! Follow your dreams!*

*You should listen to the counsel of the people that you trust.  
But don't be turned aside just because they might get fussed.  
You live the life that in your heart you know you really must.  
Follow your dreams! Follow your dreams!*

*There is nothing you can't conquer if you believe you can.  
No mountains you can't straddle, no oceans you can't span.  
Just conjure up a vision and set yourself a plan.  
Follow your dreams! Follow your dreams!*

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Mrs. Gina Saladino  
Mr. Benjamin Mayerson

Mr. Stephen Michaud  
Mr. Keith Moon  
Mr. Dennis Wade  
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## Staff

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

# WELCOME LETTER

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To Our Students, Parents and the School Community:

We are happy to welcome you to our 2023-2024 Program of Studies and our course registration process for Gorham High School. We are proud to be associated with such a wonderful school wherein the school community work hard to serve Gorham High School students.

What we have learned most from the pandemic process has been how much we appreciate the expertise our teachers bring to G.M.H.S., the ways in which our students continue to work hard to grow, and appreciation for the little things in life - hanging out, giving a hug, seeing a smile, and being able to laugh with friends. What we have noticed is that even under these circumstances, we are still a learning and caring community.

Gorham High School is a small school that prides itself in ensuring our students have as many educational opportunities as we possibly can fit in. We are committed to maintaining the highest standards so that there will be no shortage of opportunities for your student to feel challenged on a daily basis with high quality instruction and a variety of options to get connected to their school and peers.

The Gorham High School Program of Studies lists the courses offered for 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 2023-2024 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 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 provide you with the direction you will need for the next four years. 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? Are you taking the hardest courses that you are capable of?
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 courses needed, starting with your freshman year, to keep all doors open for life after high school?

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 prospective 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 Capstone Project Experience is also available starting with a student's junior year so they can spend more hands-on time exploring the field of work they may be interested in.

The Gorham High School 2023-2024 Program of Studies is compiled and approved prior to the finalization of the school budget. 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,

*David Morrissette*

David Morrissette  
Principal

# MISSION STATEMENT

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## **Mission Statement**

We believe that a meaningful postsecondary experience is the key to a successful and satisfying life. We will focus on ensuring that each student has the resilience to develop a thorough understanding and appreciation of their strengths and passions – as well as others’ – in order to define and achieve their highest goals.

## **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.

# WORK STUDY PRACTICES

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# GORHAM HIGH SCHOOL



4		3		2		1		NE	
Exemplary		Proficient		Basic Proficiency		Limited Proficiency		No Evidence	
Student always meets expectations		Student frequently meets expectations		Student occasionally meets expectations		Student rarely meets expectations		Student not assessed	
<b>Critical Thinking</b>									
Raise vital questions and identify problems clearly									
Capable of applying abstract ideas									
Come to well-reasoned conclusions and solutions									
Effectively gather, analyze, and synthesize relevant information from diverse sources									
<b>Creativity</b>									
Develop insightful, unique, or innovative ideas or products									
Create considering aesthetic, thematic, and practical ideas									
Make connections between ideas where none previously existed									
Uses resources to turn ideas into reality									
<b>Collaboration</b>									
Adapt, compromise, and work cooperatively with others to realize a common goal									
Contribute your ideas and complete your fair share of the work and responsibilities									
Listen to and show respect for the efforts and contributions of others									
<b>Communication</b>									
Communicate effectively using multiple means									
Interpret information using multiple means: visual, written, auditory									
<b>Personal Responsibility</b>									
Be on time; fully prepared									
Use time effectively; manage and prioritize appropriately; meet deadlines									
Demonstrate resourcefulness and tenacity									
Reflect on process and mistakes; modify learning process as necessary									
Be a self-advocate and ask questions									
Demonstrate an awareness of tone and body language in speaking and listening in all interactions with others									
Work study practices are defined as behavioral qualities or habits of mind that students need to be successful in college, career, and life. ~ NH Department of Education									

# 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. 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-A: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

Reviewed: 09-20-2016

# AFFILIATION STATEMENT

## N.E.A.S.C.

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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  
1115 Westford Street, Third Floor  
Lowell, MA 01851  
(781) 425-7700

# AFFILIATION STATEMENT

## N.H.I.A.A.

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Gorham High School is a member of the New Hampshire Interscholastic Athletic Association (N.H.I.A.A.). Since 1974, the N.H.I.A.A. has made progress in organizing, supervising, and coordinating a state-wide athletic program. Superintendents, principals, athletic directors, coaches, state school board association members, and State Department of Education personnel have served in the council, the governing body of the organization. The administration of sports has been carried out by committees chosen from school and non-school people throughout the state. In addition to the administration of athletics, the association has formulated standards to ensure that competition is equalized. Regulations have been adopted to meet changing times and conditions. Changes, when necessary, are implemented by constitutional or bylaw amendment.

The N.H.I.A.A. is a voluntary organization operated by a continually changing committee structure and an athletic council. Committee membership is voluntary. Positions on the council are rotated over a period of years giving the opportunity for all viewpoints to be considered.

By this process, athletics takes its proper place in the entire educational program of the schools and makes a great contribution to the development of New Hampshire youth.

**The mission of the N.H.I.A.A., as the leader of high school athletics, is to ensure fair play in competition and equal opportunity in interscholastic opportunities.**

New Hampshire Interscholastic Athletic Association  
251 Clinton Street  
Concord, NH 03301  
603-228-8671

# STUDENT SERVICES

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## SCHOOL COUNSELING SERVICES

Gorham High School recognizes that high school is an important time of growth, challenge, and opportunity for our students and their families. Our goal is to create a strong set of comprehensive counseling services aligned with the American School Counseling Association (A.S.C.A.) Model to build students' academic achievement, personal development, and college/career awareness. We strongly believe in collaborating with families throughout this process. Our program's fundamental goal is to maximize access and equity for our students through activities that foster academic achievement, college readiness, and the attitudes, skills, and knowledge for success during and beyond high school.

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.

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
- Grade Level Seminars – Grades 8 - 12

### **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. The counselors 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. The counselors 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.

School Counselor, 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.

School Counselor 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.
- crisis counseling – crisis counseling is also provided, as needed.

**Five Year College Program Overview**

Grade	Goals
8 Introduction	Focus on assisting students with the development of a sketch of desired accomplishments and achievements in Gorham Middle School. Guidance is provided to students as they begin

	planning for that which they intend to accomplish academically and personally during their G.M.H.S school tenure.
9 Transition	Assist students with the transition to Gorham High School. This transition provides students with yet another opportunity to hone their decision-making skills. By the end of the ninth students will have refined or established their initial plan for their G.H.S. school tenure, understanding that goals are fluid and may change as priorities and interests change.
10 Research & Assessment	Further familiarize students with the various kinds of tests that are part of the college admissions process and begin exploring opportunities in their intended field.
11 Self-Examination	Focus on the examination of self and direction for the college search process. Opportunity to reflect on successes and interests, and identify a more concrete direction for the college search.
12 Review & Refine	Help students refine their list of colleges, complete the application process, and ultimately choose the appropriate school at which to matriculate.

### **Federal Student Aid Application**

Effective for students graduating in 2024 as a requirement for receiving a high school diploma, each student who is at least 18 years of age or legally emancipated, or the parent/guardian of such a student who is under 18 years of age, shall either:

1. File a Free Application for Federal Student Aid (F.A.F.S.A.) with the U.S. Department of Education; or
2. File a waiver on a form created by the N.H. Board of Education with the District indicating that the parent/guardian or, if applicable, the student, understand what FAFSA is and has chosen not to file an application.

Whatever your concerns, please contact School Counselor by calling 466-2776 ext. 3004 or e-mail.

## **SCHOOL NURSING SERVICES**

Mr. Craig Langlois

Email address: [craig.langlois@sau20.org](mailto:craig.langlois@sau20.org)

Phone Number: (603) 466-2776 ext. 3101

School Nursing is a specialized practice of professional nursing that advances the wellbeing, academic success, and life-long achievement of students. A school nurse facilitates positive student responses to normal development; promotes health and safety; intervenes with actual and potential health problems and provides case management services; and actively collaborates with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning.

- A registered nurse (R.N.) licensed to practice nursing by the state board of nursing
- A nursing professional who advocates for student's health and safety within the educational setting
- School nursing interventions improve student health to impact achievement and success.
- Collaboration with administration to promote a healthy, safe, and nurturing environment.
- Parents are confident their student's health needs and injuries are appropriately handled during the school day.
- Teachers are freed up to devote their time to educating students because the School Nurse coordinates the health care needed by students.

As the health services expert, the School Nurse serves as the health professional for the school community and provides the following services:

- Illness, injury assessments and interventions

- Identification, assessment, planning, intervention and evaluation of student health concerns
- Health assessments/participation in Individualized Education Plan development
- Screening for health factors impacting student education
- Activities and education to promote health and prevent teen pregnancy, sexually transmitted diseases, tobacco use and alcohol and substance abuse
- Chronic disease management and education
- Individualized Nursing Care Plans and services for students with disabilities and/or health conditions that interfere with learning
- Medication administration
- Assessment and interventions for students with mental health needs
- Crisis team participation
- Health curriculum recommendations
- Guidelines for school district health policies, goals and objectives
- School/community/health care provider liaison

## **SPECIAL EDUCATION SERVICES**

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 and 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.

### **Student Services & Compliance with Federal and State Laws**

The Gorham Middle & High School District complies with all Federal and state laws that apply to schools. These include:

- Family Education Rights and Privacy Act (F.E.R.P.A.)
- Individuals with Disabilities Education Act (I.D.E.A.)
- Child Find Notice: Children with Disabilities Under IDEA or Section 504 (A.D.A.)
- Notice of Procedural Safeguards Under Section 504 and the ADA
- Child Neglect and Abuse
- Section 504 of the Americans with Disabilities Act (A.D.A.)
- Section 504/Title II Grievance Procedure

Information is available through numerous government sources and through the school.

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, Jennifer Katz-Borrin, 123 Main Street, Gorham, NH 03581 or at the school building level by contacting Jennifer Corrigan, Principal or School Counselor, Director of School Counseling.

# LIBRARY / MEDIA CENTER

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The Gorham High School library is dedicated to supporting information literacy standards. The library media generalist works with students individually as well as with classroom teachers to assist students in becoming competent, ethical users of digital resources. Our goal is to provide students with the necessary skills and strategies to find, analyze, evaluate, and organize information, as well as provide both fiction and nonfiction selections for reading pleasure.

The library media generalist is committed to providing resources to classroom teachers that support and enhance the curriculum, preparing students with the 21st century skills needed to succeed in their future education and/or careers. The Media Generalist works with staff and administration to ensure that the resources and support provided meet the school-wide goals and initiatives.

The program seeks to provide:

- Intellectual and physical access to the library / media center and technology resources.
- Information literacy and technology skills, developed through learning experiences.
- Lifelong appreciation of learning promoted through reading, viewing and listening.
- Library media generalist staff work in partnership with teacher to plan, develop, implement and evaluate instructional units.



# 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.

Changes in students' schedules, once the school year has started, will not always be possible; changes should be minimal as they are following their career pathway. Changes must be done prior to the new 2023-2024 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 as these will be the only opportunities for consideration.

Please consider what courses you will be taking not only for this year but also for your full high school program (career pathways 4-year plan). 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 School Counselor or Ms. Corrigan 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**

### **Pathways Within Each Career Interest Area**

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

### **The Pathway to a Four-Year College Degree Program**

This pathway is for students who are planning to continue their education at a four-year college after high school.

### **The Pathway to a Two-Year Associate Degree Program**

This pathway is offered to students who plan to further their education after graduation by earning an associate degree before entering the workplace. Many students elect to follow the 2 plus 2 route. Once the student has earned an associate degree, he/she can seek entrance into a four-year college to complete a bachelor degree.

### **The Pathway to the World of Work**

This pathway is designed to prepare students to graduate from high school and go on to successfully participate in the workforce.

### **Selecting a Career Pathway**

Select a career interest area after consultation with parents, teachers, and School Counselor. Choose the best educational pathway that will help you accomplish your career goals, (i.e. World of

Work, 2-Year Associate Degree, 4-Year College). Working with your parents, teachers, and School Counselor, select courses that will challenge you.

#### **4-Year Career Pathways Program**

The staff and community at Gorham High School is committed to assist every student focus his or her high school education on a deliberate post-secondary plan that matches the interests, skills, knowledge, and experience of each individual student.

**About the Program:** The driving force behind the Career Pathways program is that every student personalizes his/her career and educational plan beyond high school. Some students believe that learning ends with high school graduation. This attitude and belief system typically results in a low-paying, unfulfilling job, which in turn can impact the individual's entire wellbeing. Helping students recognize that they have direct control over the career path they choose is the challenge of Career Pathways.

A career path is a broad spectrum of careers that share similar characteristics and for which employment requirements call for common interests, strengths, and competencies. The U.S. Department of Education has identified sixteen (16) Career Clusters that were designed to help students focus on an area of interest and possible career path. Our Pathways Program combined the clusters to create five broader and flexible paths for student exploration and instruction. The five Pathways used by Gorham High School are as follows:

#### **Humanities**

[\(click here for more information\)](#)

#### **S.T.E.M.**

[\(click here for more information\)](#)

#### **Human Services**

[\(click here for more information\)](#)

#### **Health Science**

[\(click here for more information\)](#)

#### **College and Career**

[\(click here for more information\)](#)

It is recommended that students select a Career Pathway during course selection of their 8th grade year. Students will then be able to examine specific careers and post-high school educational programs related to their Pathway. In addition, elective course recommendations and service learning options will be available to assist parents and students in making course selections that will be most beneficial to their academic and career goals. This information will help students see a connection between what they learn within the classroom and the skills they need for success in their adult lives and the work world.

#### **Goals:**

- To assist each student in determining a Career Pathway based on interest and ability.
- To provide a variety of course offerings that will prepare students for education/training beyond high school to meet individual career goals.
- To produce students who are responsible citizens, effective communicators, cooperative workers, and skilled problem-solvers.

#### **Rationale:**

What problem do you want to solve when you grow up? The Pathways Program has been designed to help students answer this most important question. Students begin their journey by exploring personal skills, interests, and aptitudes through career assessments which supply them with ideas about how one of the five Career Pathways might “best fit” their personality and help them to solve this problem.

### **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.

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, the school counselor 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.

Our School Counselors 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. School Counselor will provide direction throughout the course selection process based on your interests, abilities, future plans, and the career pathway you select. The focus should be on long-range planning and School Counselor 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.

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.



# 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 80 minutes in length. 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 (80 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.

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.

## **Flex Advisory**

Starting with the 2019-20 school year, Gorham High School implemented a 30 minute Flex block. Students are assigned to groups with a teacher/mentor to a flex classroom. Each student is a member of a small advisory group. There, students have the opportunity to work independently or sign up to meet with other teachers they may need additional support with. On the first day of the week, the flex teacher will meet individually with their students to develop a schedule for where students will spend their flex time. This is a great opportunity for students to take make-up exams or catch up for time missed. Concert band and chorus meet during this time with concert band meeting on Tuesdays and Thursdays and chorus on Wednesdays and Fridays.

The advisory program provides grade appropriate activities to support the varying needs of students, provides for additional academic monitoring, and focuses on issues related to school culture while building and fostering a sense of community within the school. Currently, advisory groups meet on Mondays and advisors schedule students for the following week to see teachers for help or enrichment. This program is part of the regularly scheduled day and is designed to meet give goals:

- Developing interpersonal relationships among staff and students
- Provide academic support to students
- Enrich curriculum

- Provide college and career preparation
- Building a positive school culture

# 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. Colleges look for this as well.
2. Math - You need Math 1 and Math 2 to succeed in college and in many careers including the military. Personal Finance is also a beneficial life class. 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 and are interested in lab 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, Biology, Chemistry and Physics are recommended.
4. Social Studies - 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, and 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. (Information & Communications Technologies) - Science, technology, engineering, and mathematics are so important because it is present everywhere in our daily lives. Technology is continuously growing, examples of engineering surround us, and we live in a world where science is all around us.
8. Physical Education - Physical education is an important component to leading a healthy lifestyle.
9. Health - Health teaches about physical, mental, emotional and social health. It motivates students to maintain their health, prevent disease, and reduce risky behaviors.

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.

# GRADUATION REQUIREMENTS

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The New Hampshire Department of Education requires that schools meet the obligations outlined in the Minimum Approved Standards, which details the minimum program that must be offered at each respective elementary, middle, and high school. In most cases, schools go above and beyond the minimum standards in order to provide an academic and co-curricular program that is designed to prepare students for college and career post-secondary experiences.

## 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 and pass a Capstone Project Experience 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 requesting the diploma type you are pursuing will need to be signed by student, parents and administration so School Counselor 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.

### **Gorham High School Diploma**

27-credit diploma

Students must meet state and school requirements as well as successfully complete and pass Capstone Project Experience. The Gorham High School Diploma program is designed for students who wish to participate in a strong 4-year academic program. Coursework in this program will help prepare students by providing them a quality learning experience where they will learn essential skills to being successful in life after high school. Running Start and Advanced Placement courses are available to provide students with college credits if they successfully pass. This diploma program will allow students to enter the job market, the military or continue their education at a technical school, community college or four-year college.

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

27-credit diploma

Students must meet state and school requirements, successfully complete an internship as part of Capstone Project Experience and/or 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 toward 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, and 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.

### **State of New Hampshire Minimum Diploma**

20-credit diploma

Students must meet school and state requirements. Capstone Project Experience 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 and 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 credit in credit recovery from Edmentum 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 two 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 one course at B.H.S. and one 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.

## **CERTIFICATE OF ATTENDANCE AND CERTIFICATE OF COMPLETION**

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The assumption is that all G.M.H.S. students will work toward mastery of state standards and receive a high school diploma. However, some students require extensive, intensive instruction and substantial support that is not of a temporary nature to achieve measurable gains in grade and age-appropriate curriculum. These students may require substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize and demonstrate and transfer skills across multiple settings.

If curriculum modifications are needed and becomes a necessary support for the student's success, it will be required to place the student on a certificate track. Determination for modified diploma eligibility for special education students will be an I.E.P. team decision. Educationally disabled students who have been issued a modified diploma will continue to be eligible for special education services until a minimum diploma is obtained or until they reach the age of 21, whichever comes first.

### **Certificate of Attendance**

Students with an individualized education plan (I.E.P.) may earn a Certificate of Attendance. This certificate shall not be equal to a regular high school diploma per the State of New Hampshire Department of Education. A transition plan track will be developed at the student's I.E.P. meeting. A Certificate of Attendance indicates that the school district recognizes the student's time at Gorham High School. Students are awarded this certificate as part of the high school graduation ceremony. No distinction is made between students receiving a diploma versus those receiving a certificate.

## **Certificate of Completion**

Special education students who are not working toward a high school diploma, may receive a Certificate of Completion upon completion of their program. The intent of the Certificate of Completion is to award a document to a special education student who completes the public education program as prescribed in their I.E.P.

The following conditions will apply to students earning a Certificate of Completion:

- The student is identified with an educational disability as documented in an I.E.P.
- The student has spent a majority of their high school program in either non-credit granting courses or was unable to demonstrate competency in required courses and, therefore, was unable to attain sufficient credits for a standard diploma.

# 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

Required: Integrated English 1 (Reading & Writing), Integrated English 2 (R.S. British Literature), Integrated English 3 (R.S. Survey of American Literature), R.S. College Composition. For YOG 2024, World Literature will also be required.

## **Mathematics**

6.0 credits

Math 1(required); plus 5.0 more credits: Math 2, Math 3, Personal Finance required), (R.S. Precalculus, R.S. Calculus, R.S. Statistics or A.P. Calculus AB

## **Science**

4.0 credits

Required: Integrated Science, Biology Pre-A.P.; plus 2.0 more credits: Chemistry, R.S. Anatomy & Physiology I, Physics Honors, A.P. Biology, A.P. Chemistry, R.S. Biology or R.S. Chemistry

## **Social Studies**

4.0 credits

Required: World History, Economics, Civics & N.H.; A.P. U.S. History or R.S. U.S. History to 1877 or R.S. 20<sup>th</sup> Century; plus 1.0 more credit

Effective for students graduating in 2024, the district will also administer the 128 question Civics (history and government) Naturalization Examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

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

1.5 credits

S.T.E.M. (grade 9) required; A.P. Computer Science Principles **or** S.T.E.M. Tech **or** S.T.E.M. Entrepreneur

## **Physical Education**

1.0 credit (two 0.5 classes)

## **Health**

0.5 credit

## **Fine Arts**

0.5 credit

Art or Music



### **Capstone Project Experience**

0.5 credit

### **Electives**

7.0 credits

At least 3 years of French is highly recommended for college and any other elective courses in other disciplines.

It must be understood that a student who does not acquire the necessary passing credits for the diploma they are pursuing, 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 Experience in order to graduate. (School Board Approved 1997.)

# 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

Integrated English 1 (Reading & Writing), Integrated English 2 (British Literature), Integrated English 3 (American Literature), R.S. College Composition **or** Communications. For YOG 24, World Literature will also be required.

#### **Mathematics**

4.0 credits

Math 1 (required); Math 2, Math 3, Personal Finance (required) (must take 3 different math classes)

#### **Science**

2.0 credits

Integrated Science, Biology

#### **Social Studies**

3.0 credits

World History, Economics, Civics & N.H., U.S. History

Effective for students graduating in 2024, the district will also administer the 128 question Civics (history and government) Naturalization Examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

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

1.5 credits

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

#### **Physical Education**

1.0 credit (two 0.5 classes)

#### **Health**

0.5 credit

#### **Fine Arts**

0.5 credit

Art or Music

#### **Capstone Project Experience**

0.5 credit

#### **Electives**

9.0 credits

French I is highly recommended\* and any other elective courses in other disciplines.

\*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 the necessary passing credits for the diploma they are pursuing, 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 Experience 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

Integrated English 1 (Reading & Writing), Integrated English 2 (British Literature), Integrated English 3 (American Literature), Communications. For YOG 24, World Literature will also be required.

## **Mathematics**

4.0 credits

Math 1 (required); Math 2, Math 3, Personal Finance (required), (must take 3 different math classes)

## **Science**

2.0 credits

Integrated Science, Biology

## **Social Studies**

3.0 credits

World History, Economics, Civics & N.H., U.S. History

Effective for students graduating in 2024, the district will also administer the 128 question Civics (history and government) Naturalization Examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

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

1.5 credits

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

## **Physical Education**

1.0 credit (two 0.5 classes)

## **Health**

0.5 credit

## **Fine Arts**

0.5 credit

Art or Music

## **Capstone Project Experience**

0.5 credit

## **Electives**

9.0 credits

### School-to-Career Internship

Minimum 2 years C.T.E. Program

French I is highly recommended\* and any other elective courses in other disciplines.

\*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 the necessary passing credits for the diploma they are pursuing, 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 Experience in order to graduate. (School Board Approved 1997.)

# 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

Integrated English 1 (Reading & Writing), Integrated English 2 (British Literature), Integrated English 3 (American Literature), Communications

#### **Mathematics**

3.0 credits

Math .5, Math 1 (Algebra I), Personal Finance

#### **Science**

2.0 credits

Integrated Science, Biology

#### **Social Studies**

2.5 credits

World History, Economics, Civics & N.H., U.S. History

Effective for students graduating in 2024, the district will also administer the 128 question Civics (history and government) Naturalization Examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

#### **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 and 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 credit in credit recovery from Edmentum 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 two 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 one course at B.H.S. and one 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

## Clubs & Activities

Art Club  
Cabaret  
Chess Club  
EMS Explorers  
First Robotics  
French Honor Society  
Gorham Players/Theater  
Homecoming  
Intersession  
Leaders in Prevention (L.I.P.)/Community Service  
Life of a Husky  
National Honor Society  
Peer Tutoring  
Student Council  
Winter Carnival  
Yearbook  
Youth Leadership Through Adventure (Y.L.T.A.)



**2022 Homecoming Parade**



# Sports

Alpine Skiing  
Baseball  
Basketball – Girls and Boys  
Football Club (regional)  
Golf  
Hockey – Girls and Boys  
Mountain Bike Club  
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 freshman 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. and various colleges.

**EARLY COLLEGE** – The Early College Program at W.M.C.C. gives high school students an opportunity to enroll in college credit courses. Students would be integrated into regular college courses that could be applied to a degree or certificate program at W.M.C.C. or transfer to another college. Advantages of Early College: 1) Use these courses to explore a potential career you are considering or to complete your general education requirements early so that you can focus your degree work when you get to college; 2) Tuition is 50% of the tuition cost for the course. Fees are waived. The more courses you take, the more money you save when you do enter a college program; 3) Taking college courses while in high school may give you an advantage over other students applying for competitive programs; 4) W.M.C.C. provides free tutoring through the Academic Success Center. 5) Prepare yourself for college by experiencing a college course taken in a college setting and taught by college faculty. 6) Be part of a college environment that focuses on you.

**BERLIN HIGH SCHOOL** – Beginning with the 2019-2020 school year, G.H.S. restarted a collaboration with Berlin High School. Berlin High School instructors will offer a variety of courses that our G.H.S. students could enroll in addition to the typical C.T.E. classes. These courses are courses that must have open slots and should be classes that are not offered here at G.H.S. G.H.S. will offer a variety of classes to Berlin High School students that must once again have open slots. Students must meet prerequisites to enroll in classes in both schools. Grades will be entered on the transcript as a transfer grade.

**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 <b>and</b> 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 <b>master</b> the material at key points during the year, and the class does <b>not</b> 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> </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>

- Students and teacher increasingly become partners in the learning process

## COURSE DESIGNATIONS

Gorham High School categorizes its courses using the following designations:

CCP	College and Career Preparation
H	Honors
DE	Dual Enrollment (i.e. Project Running Start, W.M.C.C., E-Start, U-Start)
AP	Advanced Placement

As detailed in the school's procedure for calculating Grade Point Average (G.P.A.), courses with the Honors designation receive an additional course weight .10 when calculating the weighted G.P.A. for determining class rank. Courses with Dual Enrollment or Advanced Placement designations receive an additional weight of .15 when calculating the weighted G.P.A. for determining class rank. Courses with College and Career Preparation designation that are Level 1 classes receive an additional weight of .05 when calculating the weighted G.P.A. for determining class rank.

### **College & Career Preparation (CCP)**

An academic program designed for the student who is interested in pursuing a wide-variety of post-secondary options such as a two- or four-year college, a technical/vocational school, the military, or employment. A student in this program is expected to:

- Actively participate in class discussions and written assignments;
- Write for a variety of purposes, in a variety of modes;
- Read at or above grade level and complete some independent reading;
- Think, write, and discuss critically;
- Complete group and individual projects;
- Analyze and interpret data;
- Work independently, with instructional direction;
- Possess a willingness to explore new material with instructional assistance; and,
- Complete all required assignments in a timely fashion.

### **Honors (H)**

An accelerated academic program where the college-bound student is expected to:

- Complete all required assignments in a timely fashion;
- Actively participate in class discussions and written assignments;
- Read above grade level and complete significant independent reading;
- Complete many types of research projects, including papers;
- Complete a variety of analytical, expository, and creative writings;
- Think, write, and discuss critically;
- Write for a variety of purposes, in a variety of modes;
- Analyze and interpret data;
- Work independently; and,
- Demonstrate superior competence in reading, writing, speaking, and listening.

### **Dual Enrollment (DE)**

In a dual enrollment course, students earn high school credit while concurrently earning college credit.

- Project Running Start courses offered through White Mountains Community College.

While there is no guarantee, college credits earned may be transferable to other colleges and universities. Universities have varying policies for accepting transfer credits, and you will need to consult with any intended college or university to determine transferability.

### **Advanced Placement (AP)**

A college level program where students are expected to meet all of the expectations of an Honors student, and are also expected to:

- Complete all necessary preparation and sit for the appropriate A.P. exam;
- Be an autonomous and independent learner; and,
- Exhibit an attitude and level of motivation consistent with the college student.



# 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. Twenty-five states across the country participate in this national initiative.

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 core courses of study:

English: Integrated English 1 (Reading & Writing), Integrated English 2 (British Literature), Integrated English 3 (American Literature), World Literature, R.S. College Composition, Communications

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

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

Social Studies: World History, Economics, Civics & N.H., U.S. History, A.P. U.S. History or R.S. U.S. History to 1877 or R.S. 20<sup>th</sup> Century

Modern Languages: 2 credits of a language other than English

CTE: Engineering classes

In 2015, the N.H. Scholars Program proudly announced the following initiative pathways:

1. New Hampshire Scholars;
2. New Hampshire Scholars with a Science, Technology, Engineering, and Math (S.T.E.M) Emphasis; and,
3. New Hampshire Scholars with an Arts Emphasis.
4. New Hampshire Scholars Career Pathway.

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:

- Recognition at the G.H.S. Class Day ceremony and presentation of the N.H. Scholar medallion and pin 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).

**Minimum N.H. Scholar Requirements**

	<b>GMHS Courses that satisfy requirement</b>			
	<b>NH Scholars</b>	<b>STEM Pathway</b>	<b>Arts Pathway</b>	<b>Career Pathway</b>
<b>NH Scholars Requirements</b>		* GPA 3.2	* GPA 3.2	
		* Extra Science (4 yrs)	* Extra Arts (2 yrs)	
<b>English (4 yrs)</b> English I, English II, English III, English IV	Int. English 1 (Reading & Writing), Int. English 2 (British Literature), Int. English 3 (American Literature), World Literature, A.P. English Literature, R.S. College Comp., Communications	Int. English 1 (Reading & Writing), Int. English 2 (British Literature), Int. English 3 (American Literature), World Literature, A.P. English Literature, R.S. College Comp., Communications	Int. English 1 (Reading & Writing), Int. English 2 (British Literature), Int. English 3 (American Literature), World Literature, A.P. English Literature, R.S. College Comp., Communications	Int. English 1 (Reading & Writing), Int. English 2 (British Literature), Int. English 3 (American Literature), World Literature, A.P. English Literature, R.S. College Comp., Communications
<b>Mathematics (4 yrs)</b> Algebra I, Algebra II, Geometry, plus 1 other competency		Math 1, Math 2, Math 3, R.S. Pre-Calculus, R.S. Calculus, R.S. Statistics, A.P. Calculus, Personal Finance	Math 1, Math 2, Math 3, R.S. Pre-Calculus, R.S. Calculus, R.S. Statistics, A.P. Calculus, Personal Finance	Math 1, Math 2, Math 3, R.S. Pre-Calculus, R.S. Calculus, R.S. Statistics, A.P. Calculus, Personal Finance
<b>Science (3 yrs)</b> Labs - Biology, Chemistry, Physics, Etc.	Integrated Science, Biology, Chemistry, R.S. Anatomy & Phys., A.P. Chemistry, A.P. Biology	Integrated Science, Biology, Chemistry, Physics, R.S. Anatomy & Phys., A.P. Chemistry, A.P. Biology	Integrated Science, Biology, Chemistry, R.S. Anatomy & Phys., A.P. Chemistry, A.P. Biology	Integrated Science, Biology, Chemistry, R.S. Anatomy & Phys., A.P. Chemistry, A.P. Biology

<p><b><u>Social Studies</u></b>  <b>(3.5 yrs)</b>  U.S. History, World History, World Geography, Economics, Government, Psychology, and others approved by individual schools</p>	<p>World History, Civics &amp; N.H., Economics, U.S. History, R.S. Psychology, A.P. U.S. History, R.S. Psychology, R.S. 20<sup>th</sup> Century, other elective R.S. social studies credits</p>	<p>World History, Civics &amp; N.H., Economics, U.S. History, R.S. Psychology, R.S., A.P. U.S. History 20<sup>th</sup> Century, other elective R.S. social studies credits</p>	<p>World History, Civics &amp; N.H., Economics, U.S. History, R.S. Psychology, R.S. 20<sup>th</sup> Century, A.P. U.S. History, other elective R.S. social studies credits</p>	<p>World History, Civics &amp; N.H., Economics, U.S. History, R.S. Psychology, R.S. 20<sup>th</sup> Century, A.P. U.S. History, other elective R.S. social studies credits</p>
<p><b><u>Languages</u></b>  <b>(2 yrs)</b>  2 years of same language other than English</p>	<p>French I, French II, French III, French IV</p>	<p>French I, French II, French III, French IV</p>	<p>French I, French II, French III, French IV</p>	<p>French I, French II, French III, French IV</p>
		<p>1 year technology, engineering STEM, STEM Tech, A.P. Computer Science, CTE programs in the engineering field</p>	<p>2 years from visual arts, fine arts, performing arts, music, graphic design</p>	<p>Complete 2 years CTE program. Earned college credit in field or industry valued recognized.</p>



# 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. 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 2023-2024 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 School Counselor and Ms. Corrigan.

## 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 school counseling 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: \_\_\_\_\_





# GRADING SYSTEM

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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>Below 65 is a failure</b>	<b>W = Withdrawn</b>	<b>NG = No Grade</b>
<b>B = 80 - 89</b>	<b>P = Passing</b>	<b>WP = Withdrawn Pass</b>	<b>NP = Not Present</b>
<b>C = 70 - 79</b>	<b>F = Failure</b>	<b>WF = Withdraw Fail</b>	<b>TR = Transfer</b>
<b>D = 65 - 69</b>	<b>Inc = Incomplete</b>	<b>IP = In Progress</b>	<b>AU = Audit</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

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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.

## COURSE WITHDRAWAL PENALTY

---

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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High School credit will be awarded to middle school students for equivalent high school courses at Gorham High School while enrolled in grades 7-8. This credit can count toward the District requirement of 30 credits for the Gorham High School Academic Honors Diploma, the 27 credits for the Gorham High School Diploma or Gorham High School Career and Technical Diploma, and as part of the specific requirement in the various academic area. Students involved in earning these credits will still be required to take the total graduation requirements in each academic area. You may find the specifics under the Diploma Types section. The course(s) will automatically appear on the transcript with credit given and the final average grade will be computed into the grade point average (G.P.A.). If a parent/guardian determines at any point in the student's career that the course(s) should not be included in the student's G.P.A., the parent/guardian must contact their son/daughter's school counselor in writing for removal of the grade from the transcript.

## 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.

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

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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, honor roll will not be computed until the incomplete grade has been entered. Edmentum classes 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.

The following special graduation titles will be awarded at graduation to any student who meets one of the following sets of criteria:

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.

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.

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.

In addition, those students who receive a G.H.S. Career and Technical Diploma will wear a black cord at the graduation ceremony.

## 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 Salutatorian 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 Salutatorian. 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 Salutatorian will be asked to speak at graduation. Copies of their speeches must be submitted to the senior advisor, School Counselor.

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

Valedictorian and Salutatorian 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 4th 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.

For the Class of 2024 and beyond, a Latin honor system will be in place. Students with a cumulative weighted G.P.A. of 90 or higher will graduate Cum Laude, a cumulative weighted G.P.A. of 95 or higher with Magna Cum Laude, and a cumulative weighted G.P.A. of 100 or higher with Summa Sum Laude.

We see many students who fall right below the top spots who are often just hundredths of a point away from being No. 1 or 2, and in their G.P.A. race they've missed out on courses in the arts, music, or extracurricular activities.

Our staff felt that moving to the Latin honor system of Cum Laude, Magna Cum Laude, and Summa Cum Laude would allow us a chance to recognize the hard work and diligence of all students who are among the top percentages of their graduating class, while also encouraging them to take courses in their area of interest instead of looking at what their neighbor is taking and trying to match or one up their classes.

## 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 and 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.

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## IMPROVING A GRADE

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.

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## CREDIT RECOVERY

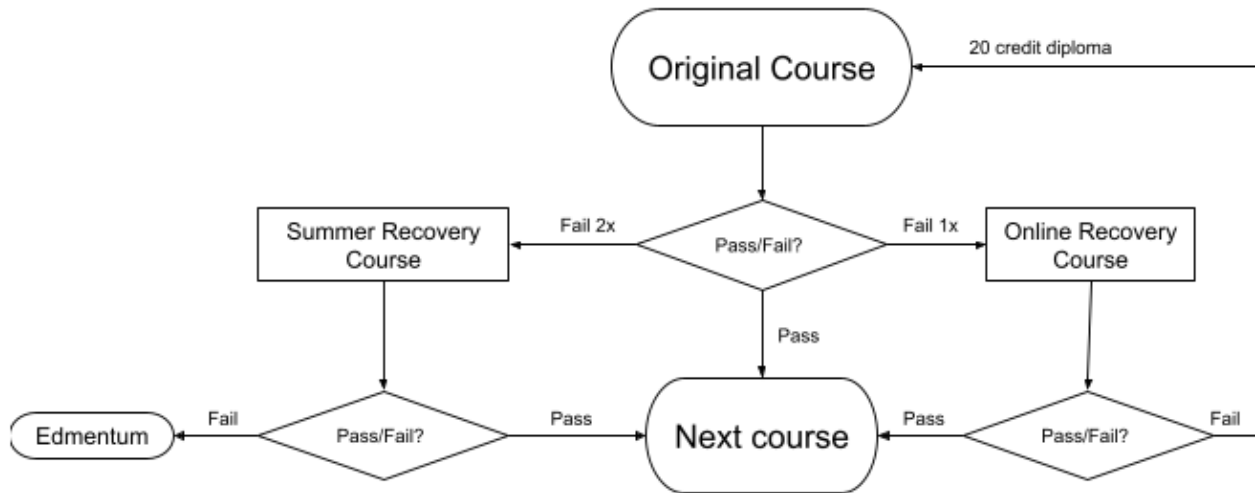
### **Competency/Credit Recovery**

Competency and credit recovery classes for core courses are offered through Gorham High School, under certain circumstances. Students are allowed to participate in a competency recovery option if referred by their counselor. Principal and Director of School Counseling approval of competency recovery is required. Students who successfully complete this option will receive credit for the determined course. Competency recovery may be arranged through various online educational programs or in-person courses. In order to take part in this process, a timeline will be established between the student and the course teacher for recovery of competencies.

The earning of credits is an ongoing process and for students who do not complete their diploma requirements prior to graduation will have until December 31st of that year to complete the

remaining credits and earn a diploma from that year. However, such students will not be able to walk at graduation unless they have earned all required credits prior to graduation.

### Credit Recovery Flow Chart



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 completed 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./Edmentum/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.

### **Edmentum Courseware Online Courses**

Gorham High School has contracted with the Edmentum Courseware learning platform to deliver a selection of online courses that provide students with credit recovery opportunities. Edmentum offers the appropriate content and critical thinking levels expected of our students, along with the flexibility to customize courses to specific needs and expectations.

**Students at Gorham High School (G.H.S.) may only take one (1) Edmentum course during their high school career and still maintain eligibility for the Gorham High School Diploma. If a student takes more than one Edmentum course, (s)he will be eligible for only the State of New Hampshire Diploma.**

An Edmentum online course may be taken by G.H.S. students, with the approval of the school principal and/or director of school counseling, in order to serve the following purposes:

- To recover credit for a required course after academic failure or loss of credit as a result of poor attendance, or
- To support progress in a current G.H.S. course, remediate skills and/or content knowledge, or serve as an alternative educational program during a formally-approved extended absence, as determined by the R.T.I., Section 504, or administrative team.

The following stipulations apply to Edmentum online course enrollment:

- Students in grades 10-12 are eligible to take a course.
- Eligibility to take a course is contingent upon the in-person G.H.S. course being unavailable and/or posing a significant schedule interference.
- Students will be assigned an expected end date when beginning the course.
- Attendance for courses will be monitored and measured by timely & successful completion of assignments, activities, mastery and unit tests.
- Failure to make acceptable progress may result in the student being withdrawn from the course and receiving a WF.
- Failure to complete the course within the allotted time may result in the student being re-enrolled in the original class at G.H.S.
- The course and credits earned will appear on the student's transcript with a grade of a Pass (P) or Fail (F). *Note: For students considering college athletics, Edmentum courses are not currently approved as core courses by the N.C.A.A.*

Edmentum Courseware may be accessed 24 hours a day, 7 days a week, provided there is a computer and Internet access. Work on Edmentum classes outside of the school day is possible and encouraged.

## **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 Integrated English 1 [Reading and Writing], 2 credits in Integrated English 2 [British Literature], 1 credit in Integrated English 3 [American Literature], 1.0 credit in Communications or 1 credit in R.S. College Composition. 1.0 credit in World Literature)
- Mathematics, 4 credits (students must take and pass: 1 credit must be in Math 1, 0.5 credit in Personal Finance and an additional 2.5 credits)
- Science, 2 credits (students must take and pass: 1 credit in Integrated Science 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 Civics & N.H., and 0.5 credit in Economics)

- S.T.E.M. (Computer Literacy/Technology), 1.5 credits
- Physical Education, 1 credit
- Health, 0.5 credit
- Fine Arts, 0.5 credit (can be in Art, Concert Band or Chorus)
- Capstone Project Experience, 0.5 credit
- Electives, 9.0 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.

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## 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.

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## TRANSFER CREDIT

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.

# C.T.E. CREDIT

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Students who attend the C.T.E. Program at Berlin High School could receive credit toward G.H.S. graduation requirements as indicated in the Berlin High School Program of Studies. This process recognizes the learning and skills students accomplish in rigorous state-approved C.T.E. curriculum. Awarding credit for courses that are aligned with G.H.S.'s programs will be reviewed and considered and the final determination will come from administration. The Program of Studies must indicate that the credit can be used towards a certain discipline to apply toward G.H.S. graduation requirements. Granting of C.T.E. credit requires successful completion of the individual C.T.E. course.

## 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 a 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 as they are titled on the sending school's transcript and will be indicated as transfer coursework with a "T" preceding the course name. 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**

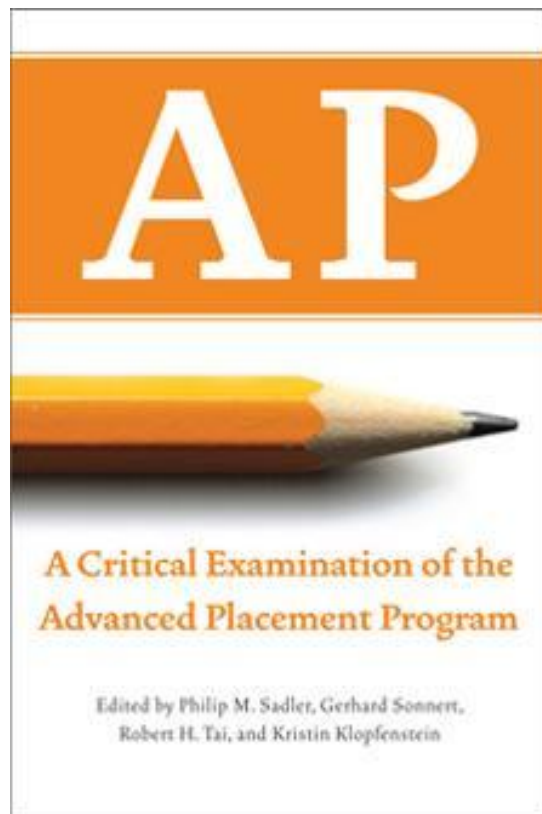
Transfer credits will be accepted if the approved home education program issues an official transcript denoting the grade and credits awarded and G.H.S. approves of the school. If a student transfers to Gorham and has passed courses from a home education program that has not been approved by Gorham, 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

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 School Counselor. A.P. courses that have been offered or are offered include:

At Gorham High School	At Berlin High School
Biology	English Literature
Calculus AB	English Language & Composition
Chemistry	Psychology
Computer Science Principles	Statistics
U.S. History	

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 2023-2024 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

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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 pay for the cost of the exam.

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.

A.P. courses available:

At Gorham High School	At Berlin High School
Biology	English Literature
Calculus AB	English Language & Composition
Chemistry	Psychology
Computer Science Principles	Statistics
U.S. History	

## 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. Application 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 Calculus AB, Computer Science Principles, and Chemistry 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 \$97.00.

## **Examinations**

A.P. students are required to take mid-year exams and will be expected to take the A.P. exam in May. 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.

For more information go online to: [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy).

## **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 School Counselor 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  
Survey of American Literature  
Psychology  
20<sup>th</sup> Century  
Sociology  
U.S. History  
Biology  
Anatomy & Physiology  
Chemistry  
Calculus  
Statistics  
Precalculus  
Quantitative Reasoning  
Intro to Business Administration  
Management & Teamwork  
French III  
French IV

### At B.H.S.

Topics in Applied College (T.A.C.) Math

### 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. Keene State College has an articulation agreement with ALL 2 year programs.*

Engineering Design 11 & 12 – Running Start  
Early & Elementary Teacher Preparation – Articulation Agreement (WMCC)  
Introduction to Engineering and Drafting – Running Start  
Principles of Engineering – Running Start

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, and sophomores with administrative approval. 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 G.H.S. scholarship form for the remaining \$75. The G.H.S. 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. 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 G.H.S. 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 School Counselor 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

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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 School Counselor 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 so 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 through School Counselor. 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.
4. Remember, that in order to be eligible for athletics, the percentage completed of an online class will be prorated for the duration of the class (i.e. 5 weeks into a 9-week class, the course should be 56% complete).

## 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 School Counselor 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.)

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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 School Counselor 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

Students who have a dedicated block during the school day for an online course, will be expected to complete the course earning 0.5 credit in 9 weeks; earning 1.0 credit in 18 weeks.

### 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, [schoolcounseling@vlacs.org](mailto:schoolcounseling@vlacs.org) for guidance, and [helpdesk@vlacs.org](mailto:helpdesk@vlacs.org) for technical support.

### **V.L.A.C.S. Registration Process**

Students in grades 10-12 may be eligible to take a V.L.A.C.S. course. The process for enrolling in a V.L.A.C.S. course is:

1. Complete the E.L.O. application and submit to the school counseling office three weeks prior to the start of the quarter. A hard copy may be obtained in the school counseling office or it can be located in the online program of studies.
2. The Director of School Counseling will review the application to make sure the course is appropriate for the student's schedule and register the student for the V.L.A.C.S. account.
3. The student will receive an email from V.L.A.C.S. with a username and password, which she or he will need to share with School Counselor so she can request the specific course.
4. The parent will then receive an email from V.L.A.C.S., requesting parent authorization to enroll. There is a strict timeline for response, so parents should check their email daily. Lack of response may cause unenrollment action, delaying the course start date for the student.
5. Once the parent/guardian has authorized the course, V.L.A.C.S. assigns a teacher. The parent and student will receive an email to arrange the initial parent/student/teacher/meeting. The course will not begin until this meeting takes place, so parents should check their email daily.
6. In the meeting, the instructor will ask for the pace you would like to follow. Please provide the appropriate end date based on the term of enrollment. See below for end dates.



If your son/daughter signs up for a 9-week, 0.5 course, she or he must complete the class by the end of the quarter. If your son/daughter signs up for an 18 week-1 credit course, she or he must complete the class by the end of the semester.

If at progress report or report card time, it is determined that a student is behind pace without prior approval from the school counselor, the student will receive an "F," which may affect academic eligibility. Keeping on pace in an online class is the student's responsibility, just as it would be an in-person class.

## 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 <https://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.)

### **Early College Program**

The Early College Program allows high school students an opportunity to enroll in college classes at W.M.C.C. This is a program that students will be in the W.M.C.C. class in person and/or remotely. If G.H.S. accepts credit from the Early College Program, you will need to see your high school counselor prior to enrolling in a course.

Advantages:

- These courses can help you explore a potential career.
- Early college tuition is 50% of the tuition cost for the course and applicable fees are waived.

How to enroll:

1. Speak to your high school counselor to discuss the possibility of enrolling in a class.
2. Complete the Early College Registration form.
3. Complete and obtain signatures on the permission to enroll form.
4. Submit the forms to the college registrar with your payment (50% of the tuition per course).

Please contact Ryan Richard, Coordinator of Educational Partnerships & Access, at W.M.C.C. for more information about the Early College Program by email to [rRichard@ccsnh.edu](mailto:rRichard@ccsnh.edu) or call 603-342-3019.

### **Running Start Program**

High school students can take college level courses offered through the Running Start Program at their high school during the regular school day and then transfer the credits to colleges and universities. Running Start courses are \$150 per course with full scholarships available for S.T.E.M. courses. Students will receive registration paperwork from teachers at G.H.S. or B.H.S. W.M.C.C. has instituted a new registration process called Dual Enroll Registration System. Students will receive the following documentation from W.M.C.C. – 1. Dual Enroll Registration instructions, 2. Parent letter, and 3. Special Education/504 Accessibility letter.

# 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 60 hours completed at their site and 1 credit for 120 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 G.H.S., 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 Extended Learning Opportunities 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 or college level 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.

### **Examples of Extended Learning Opportunities**

#### **Example #1 - Career Exploration - Where will I be in 2025, and how will I get there?**

Students explore a variety of educational and occupational opportunities, experience the realities of the workplace, and identify the technical skills and individual qualities they will need to succeed in their field of interest. E.L.O. includes classroom and internship components.

- Essential Question: Where will I be in 2025, and how will I get there?
- Community partner: a local employer in the student's field of interest
- Duration: one quarter
- Academic area: career exploration
- Complete interest inventory and career assessments on online
- Organize and format a cover letter, resume worksheet, resume, reference page and complete a sample job application
- Maintain a weekly journal reflecting on tasks completed, thoughts, feelings, etc.
- Participate in work (unpaid) experience totaling 65 hours
- Attend three workshops/presentations/webinars/or college tours related to education/occupational readiness and complete a reflection sheet for each experience
- Participate in a mock interview in the community with an employer and receive feedback via evaluation form
- Complete a final project to summarize his/her E.L.O. experience, to be evaluated by the Director of School Counseling and/or school principal

#### **Example #2 - Information and Communication Technology**

Students become familiar with computers and their application in modern society by exploring computer hardware and software, and complete a range of tasks and projects using information and communications technology.

- Essential question: How are computers used in modern society, and what skills, hardware, and software make technology communication effective?
- Areas of study: Technology, Communication
- Community partners: Self-employed IT professional
- Complete a weekly journal on ELO experience
- Create resume, cover letter, Google Slideshow Presentation, Excel spreadsheet, and printed brochure
- Identify components of a basic computer system
- Complete personality test that entails questions about ethical internet use
- Utilize various browsers and search engines
- Complete and submit online job application





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.

## POST-SECONDARY INSTITUTIONS ATTENDED

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In the past three years, G.H.S. graduates have attended the following post-secondary institutions:

Bentley University	Central Maine Community College	Champlain College
Emmanuel College	Endicott College	Florida Atlantic University
Franklin Pierce University	Husson University	Ithaca College
Johnson & Wales University	Keene State College	Nashua Community College
New Hampshire Technical Institute	Nichols College	North American Lineman Training Center
Northern Vermont University	Norwich University	Paul Smith's College
Plymouth State University	Purdue University	Regis College
Roger Williams University	Saint Anselm College	Southern N.H. University
Springfield College	Tufts University	Tulsa Welding School
University of California-Santa Barbara	University of Maine-Orono	University of New England
University of New Hampshire	University of North Carolina	University of North Dakota
University of Rochester	White Mountains Community College	

# 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, R.S. Anatomy and Physiology, A.P. Biology, A.P. Chemistry or R.S. 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 R.S. Precalculus or R.S. Statistics)  
3 yrs. Science (Biology; Chemistry; Physics, R.S. Anatomy and Physiology, A.P. Biology, A.P. Chemistry or R.S. Chemistry)  
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; R.S. 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 R.S. Precalculus or R.S. Statistics)  
2-3 yrs. Science (Biology; Chemistry; Physics; Integrated 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 R.S. Precalculus; R.S. 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; Intro. to Statistics)  
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)  
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. Extracurricular 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.

## STEPS TOWARD COLLEGE

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### **Eighth Grade - Spring**

- Study the high school courses available.
- Select the career pathway that you would like to pursue at this time. Fill out the form to indicate your selection so School Counselor can chart out your four year-plan. You will be able to change your mind if that should occur.
- Listen carefully as counselors discuss high school classes, keeping in mind future plans for college and/or career.
- College information can be accessed through their websites
- Continue your college and career search. It is better to be well prepared.

### **Freshman Year - Fall**

- Focus on the importance of high school and make good academic decisions
- Become familiar with careers that relate to your abilities and interests
- Get involved in extracurricular activities sponsored by your school or community. Make note of time involved, leadership roles, and activities.
- Begin a high school resume listing all of your activities, awards, honors, and leadership roles
- Be responsible for your education. Make sure your academic grades reflect your true ability and efforts. Take courses at the most challenging level you can.
- Talk with your parents about planning for college costs
- Get to know your high school counselor. She will be writing your letter of recommendation for college/scholarships, and programs
- Discuss career interests and postsecondary education possibilities with your parents and school counselor
- Investigate career information in areas that interest you and match your abilities

### **Freshman Year - Spring**

- Recommend you take the PSAT 8/9 exam (the more practice you have prior to the SAT, the better)
- Adjust your four-year plan as necessary and make informed course selections for your sophomore year
- Continue to research careers, majors, and colleges and visit college campuses when you have the opportunity

- If you are interested in the fine arts, start researching portfolio requirements of perspective colleges and start building your portfolio

### **Sophomore Year - Fall**

- Continue to focus on the importance of high school and make good academic decisions
- Visit college websites and even college campuses when you get the opportunity
- Be responsible for your education. Make sure your academic grades reflect your true ability and efforts. Take courses at the most challenging level you can.
- Continue to talk with your parents about planning for college costs.
- Get involved in activities outside the classroom. Work toward leadership positions in activities you like best.
- Keep meeting with your counselor-establish a good connection.
- Continue to research careers, majors, and colleges
- Consider a career-related part-time job or community service

### **Sophomore Year - Spring**

- Continue to monitor college/work and/or technical training entrance requirements for changes. Modify your four-year plan if things change. Be flexible and proactive.
- Continue to research careers, majors, and colleges and the requirements of each by visiting the institutions websites. Begin to narrow down choices.
- Do your best on the PSAT 10 exam
- Start visiting a few college campuses if presented with the opportunity
- Start looking at scholarship and financial aid options for when you are a senior
- Meet with your counselor

### **Junior Year - Fall**

- Start narrowing your college/technical school/career choices.
- If interested in a military career, be sure to visit with local recruiters with your parents and/or get information about starting the military academy application process.
- Do your best on the PSAT in October. This is the qualifying test for National Merit Semifinalists.
- Continue to visit college and/or technical school campuses. Begin to focus on what you are really looking for in a post-secondary experience
- Speak to college representatives who visit your high school
- Continue to focus on the importance of high school and make good academic decisions
- Register for and take appropriate AP exams
- Be responsible for your education. Make sure your academic grades reflect your true ability and efforts. Take courses at the most challenging level you can handle.
- Continue to research colleges, requirements, tuition and fees, other costs, student activities, course offerings, financial aid, et. for any institutions in which you are interested.
- Continue to meet with your counselor as the next two years you will need to work together often.

### **Junior Year - Spring**

- Continue to conference with your counselor to make sure you are on track for graduate
- Update your 4-year plan if needed
- Take the SAT (in March/April – state testing) and/or ACT
- Continue to take difficult courses in your senior year. Do not plan to slack off.
- Begin looking at college essay topics
- Stay involved with your extracurricular activities
- Visit campuses of these institutions in which you are interested
- Continue to research information about colleges, careers and majors.
- If you are interested in the military, be sure to take the Armed Services Vocational Aptitude Battery (A.S.V.A.B.) which is usually given in February to all juniors
- Get Capstone projects approved



- 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 School Counselor as soon as possible.

### **Junior Year – 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
- Meet with School Counselor to begin senior college appointments and continue working on Capstone

### **Senior Year - Fall**

- Be responsible for your own education. Make sure your academic grades reflect your true abilities and efforts. Take courses at the most challenging level you can.
- Take the SAT exam again, if necessary
- Sign up in your A.P. classroom in order to be registered to take the AP exams that will be held in the spring
- Complete school-to-school internships in the fall
- If you are requesting college admission on an Early Action Notification basis, be sure that your application materials are submitted to School Counselor and that you meet weekly with her to meet the early deadline
- 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.
- Perfect college essays
- Make final decisions about institutions to which you will apply. Begin the application process early, paying close attention to deadlines. Expect to have all materials completed by late October to meet early November deadlines.
- School Counselor will work with you to sign up for the common application and will help guide you through the process
- Track your college applications through common application
- Ask for letters of recommendation in a timely manner. Typically we reach out to teachers and School Counselor during the summer to give them ample time to write a letter that will showcase you in the best way possible
- Observe housing and financial aid deadlines
- Request and track transcripts.
- Apply for all the scholarships you can
- Attend the financial aid night. Complete the free FAFSA application. Look into whether you need to fill the CSS Profile through College Board.
- Pay close attention to audition and portfolio requirement deadlines which may differ from actual application deadlines

### **Senior Year - Spring**

- Continue to complete and submit scholarship applications
- Take the AP exams
- Do not let down during the last semester. You still have to send a final transcript.
- Apply for scholarships
- 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 School Counselor 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!

This is intended to encourage you to think about your future. Always seek out information from parents, teachers, and counselors. Ask questions, it is your future!

# 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. School Counselor 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 catalogs, 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.
- Ask 2-3 teachers to write letters of recommendation on your behalf.
- Our goal will be to get everything in place (filling out applications, asking 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 School Counselor 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.
- 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, and 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:

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

- Federal funds are awarded based on the F.A.F.S.A., available after October 1<sup>st</sup> by visiting <https://studentaid.gov/h/apply-for-aid/fafsa>
- 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 <https://cssprofile.collegeboard.org/>

### **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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### **Academic Standards**

The N.C.A.A. Eligibility Center verifies the academics and amateur status of all student-athletes who wish to compete in Division I or II athletics.

College-bound student-athletes who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to meet the following requirements:

- Graduate from high school.
- Complete a minimum of 16 core courses for Division I and II.
- Earn a minimum required grade point average in core courses.

- Earn a qualifying test score on either the A.C.T. or S.A.T.
- Request final amateurism certification from the N.C.A.A. Eligibility Center.

For Division I student-athletes who will enroll in August 1, 2016 and later, the requirements to compete in the first year will change. In addition to the above standards, students must:

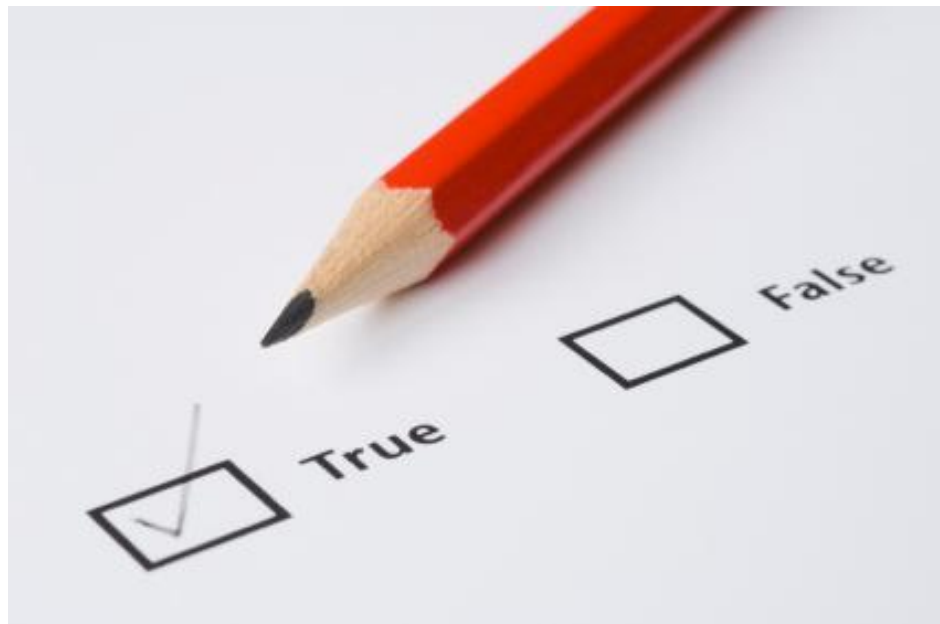
- Earn at least a 2.3 grade point average in core courses.
- Meet an increased sliding-scale standard (for example, an S.A.T. score of 820 requires a 2.5 high school core course G.P.A.).
- Successfully complete 10 or the 16 total required core courses before the start of their seventh semester in high school. Seven of the 10 courses must be successfully completed in English, math and science.

Students that earn at least a 2.0 G.P.A. but not a 2.3 G.P.A. and meet the current sliding scale standard (for example, at S.A.T. score of 1010 requires a 2.025 high school core course G.P.A.) will be eligible for practice in the first term and athletically related financial aid the entire year, but not competition. Freshmen who are academically successful in the first term will earn the ability to continue to practice for the remainder of the year.

Division III colleges and universities set their own admission standards. The N.C.A.A. does not set initial eligibility requirements in Division III.

For more detail about academic requirements, visit [www.ncaaclearinghouse.org](http://www.ncaaclearinghouse.org).

# 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, in the spring for sophomores and freshmen. 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. School Counselor 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). 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.

### **Anticipated 2023-2024 S.A.T. I Test Dates**

August 26, 2023

October 7, 2023

November 4, 2023

December 2, 2023

March 9, 2024

May 4, 2024

June 8, 2024

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 approved by School Counselor. Please see her before the deadline.
- Two (2) S.A.T. Reasoning Test registrations.
- 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:

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

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, 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). 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 2023-2024 A.C.T. Test Dates**

September 9, 2023  
October 21, 2023  
December 9, 2023  
February 10, 2024  
April 6, 2024  
June 8, 2024  
July 13, 2024

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

- Students on free/reduced lunch are eligible for fee waivers.
- Fee waivers are approved 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>Seven times per year: August, October, November, December, March, May, June.</i>	<b>Offered When?</b>	<i>Seven times per year: September, October, December, February, April, June, July.</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, School Counselor, 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 School Counselor.

## **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 of 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 School Counselor 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 to what jobs you may qualify for, which are dependent on your scores. Please see School Counselor 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.nationalguard.com](http://www.nationalguard.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)

### **Applying to Military Academies**

- U.S. Military Academy
- U.S. Naval Academy
- U.S. Air Force Academy
- U.S. Merchant Marine Academy
- U.S. Coast Guard Academy

Students must meet the basic eligibility requirements. Next, contact your field force representative at the prospective military academy. If offered, attend a summer leadership program at the interested academy. Next, apply for a nomination. Nomination sources must either be congressional (either through your representative or one of your state's senators) or service-connected. Next, you need to complete a medical exam, a candidate fitness assessment, and standardized tests. Next, schedule a visit at the academy. Finally, make sure you have completed all tasks and your file is complete.

## **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 online.

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 the 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.

# CAREER PATHWAYS

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## **Introduction**

To help students select courses that align with a coherent four year plan, Gorham High School provides Career Pathway Maps that provide students and families a sequence of how course offerings can match up with a specific area of interest. These maps were created to support student career development through the course selection process. Career pathways are a component of the District's comprehensive student career development program that delivers career education and work standards to students K-12.

Students must complete graduation requirements; however as all students must complete credits of elective courses in their high school career, it is advised that they use their scheduling effectively to explore potential career pathway and/or to develop skills and background knowledge necessary to an intended career field.

Each of the five career clusters represent major industries of the workforce and economy. Within these clusters, Gorham High School has identified different career pathway options for students. Each map contains a reminder of each grade level's required courses along the top, and then a recommended sequence of courses broken down in grade-level columns. In addition to courses offered in our building, we have included courses offered at Berlin High School (regular courses or career and technical courses) as well as classes at White Mountains Community College included in the student's respective career pathway through their Dual Enrollment or Early College Program. For example, if a student is interested in pursuing a career in engineering, they would look at courses in the engineering pathway on the S.T.E.M. Career Pathways Map.

Career Pathways is a grouping of occupations and broad industries based on commonalities. Pathways help students investigate careers and design their courses of study to advance their career goals. For this reason, we have adopted the nationally accepted structure of Career Clusters, career pathways and sample career specialties or occupations. Within each career cluster, there are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within that pathway – ranging from entry level to management, including technical and professional career specialties.

Beginning in the school year 2021-2022, students will complete career assessment work to help them determine which path they would like to pursue. Information will go home for parent consideration. Then the high school counselor will meet with students to provide them with their four year career path/schedule for their time at Gorham High School. The five career pathways at Gorham Middle & High School are:

**Humanities**

**S.T.E.M.**

**Human Services**

**Health Science**

**College and Career**

# Humanities Pathways Map

**Do you want to change society? Studying the great thinkers and change makers of history will teach you how people are impacted by each other what it means to be human in complex social organizations. You can gain insight into the human experience, both unique and universal, through the study of literature, philosophy, history and psychology. Through investigations of how humans interact with each other and how societies evolve, you can prepare yourself for a career in politics, law, education and behavioral sciences. The humanities pathway offers insights into how social structures influence us and opportunities to improve them.**

**Professional:** Architect, Art Restorer, Fashion Designer, Interpreter/Translator, Editor/Publisher, Cinematographer, Conductor, Journalist, Photographer, C.E.O., Public Relations, Philosopher, Accountant, Marketing Director, System Analyst, Entrepreneur, Economist, Operations Analyst, Human Resources Manager, Bank Management

Grade 9	Grade 10	Grade 11	Grade 12
<p><b><u>REQUIRED</u></b>                      Int. English 1 (Reading and Writing)                      Math 1 / Math 2                      Integrated Science                      STEM                      World History                      Health                      Physical Education                      Civics &amp; N.H.                      Economics</p>	<p><b><u>REQUIRED</u></b>                      Int. English 2 (R.S. British Literature)                      Math 1 / Math 2                      A.P. Computer Science                      Pre AP Biology                      Physical Education                      Fine Arts (art or music classes)</p>	<p><b><u>REQUIRED</u></b>                      Int. English 3 (R.S. Survey of American Literature)                      Math 2 / Math 3                      Personal Finance                      R.S. Pre-Calculus                      A.P. U.S. History or R.S. 20<sup>th</sup> Century</p>	<p><b><u>REQUIRED</u></b>                      R.S. College Composition                      World Literature                      R.S. Statistics</p>
<p><b><u>HIGHLY RECOMMENDED</u></b>                      French I</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>                      French II                      Chemistry</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>                      French III                      R.S. Anatomy &amp; Physiology                      R.S. Psychology                      School-to-Career</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>                      French IV                      R.S. Sociology                      R.S. Critical Thinking                      School-to-Career</p>

**Bachelor's Degree:** Artist, Library Media Specialist, Singer Choreographer, Sculptor, Instrumentalist, Graphic Designer, Jewelry Designer, Computer Technician, Retail Manager

Grade 9	Grade 10	Grade 11	Grade 12
<p><b><u>REQUIRED</u></b>                      Int. English 1 (Reading and Writing)                      Math 1                      Integrated Science                      STEM                      World History                      Health                      Physical Education</p>	<p><b><u>REQUIRED</u></b>                      Int. English 2 (R.S. British Literature or British Literature)                      Math 1 / Math 2                      Civics &amp; N.H.                      Economics</p>	<p><b><u>REQUIRED</u></b>                      Int. English 3 (R.S. Survey of American Literature or American Literature)                      Math 2 / Math 3                      R.S. Pre-Calculus-<del>or</del>                      Personal Finance</p>	<p><b><u>REQUIRED</u></b>                      R.S. College Composition or Communications                      World Literature                      R.S. Statistics</p>



Digital Media Fine Arts (art or music classes)	A.P. Computer Science or STEM Tech or STEM Entrepreneur Pre-AP Biology or Biology	A.P. U.S. History or R.S. 20th Century or R.S. U.S. History	
<b><u>HIGHLY RECOMMENDED</u></b> French I	<b><u>HIGHLY RECOMMENDED</u></b> French II Chemistry	<b><u>HIGHLY RECOMMENDED</u></b> French III R.S. Psychology School-to-Career	<b><u>HIGHLY RECOMMENDED</u></b> R.S. Sociology R.S. Critical Thinking School-to-Career

**Certificate:** Sound Technician, Darkroom Assistant, Dancer, Seamstress, Lighting Technician, Receptionist, Word Processor, Bank Teller, Customer Service, Salesperson, Bookkeeper, Computer Operator, Administrative Assistant, File Clerk

Grade 9	Grade 10	Grade 11	Grade 12
<b><u>REQUIRED</u></b> Int. English 1 (Reading and Writing) Math 0.5 / Math 1 Integrated Science STEM World History Health Physical Education Fine Arts (art or music classes)	<b><u>REQUIRED</u></b> Int. English 2 (British Literature) Math 1 / Math 2 Civics & N.H. Economics STEM Tech or STEM Entrepreneur Biology	<b><u>REQUIRED</u></b> Int. English 3 (American Literature) Math 2 Personal Finance U.S. History	<b><u>REQUIRED</u></b> Communications World Literature
<b><u>HIGHLY RECOMMENDED</u></b> French I	<b><u>HIGHLY RECOMMENDED</u></b> French II	<b><u>HIGHLY RECOMMENDED</u></b> School-to-Career	<b><u>HIGHLY RECOMMENDED</u></b> School-to-Career

# S.T.E.M. Pathways Map

**Do you want to solve the problems of yesterday, today and tomorrow? STEM refers to studying four different models of understanding: science, technology, engineering, and mathematics - and learning how they relate through real-world applications. This interdisciplinary approach encourages a functional understanding of the sciences to prepare you for exciting, innovating careers in growing industries like computer engineering, computer science and robotics as well as traditional fields like medical science and engineering. The STEM pathway prepares students to build the frame and prepare them for the future of discovering and solving problems.**

**Professional:** Aeronautical, Aerospace, Civil, Chemical, Computer Network, Industrial, Mechanical, Nuclear, or Transportation Engineer, Airplane Pilot, Architect, Astronaut, NASA Scientist, Video Game Designer, Astronomer

Grade 9	Grade 10	Grade 11	Grade 12
<p><b><u>REQUIRED</u></b>                      Int. English 1 (Reading and Writing)                      Math 1                      Integrated Science                      STEM                      World History                      Civics &amp; N.H.                      Economics                      Physical Education                      Health</p>	<p><b><u>REQUIRED</u></b>                      Int. English 2 (R.S. British Literature)                      Math 1/Math 2                      Pre A.P. Biology or Biology                      A.P. Computer Science Principles                      Fine Arts (art or music classes)                      Physical Education</p>	<p><b><u>REQUIRED</u></b>                      Int. English 3 (R.S. Survey of American Literature)                      Math 3/R.S.                      Pre-Calculus                      Personal Finance                      A.P. U.S. History or R.S. 20<sup>th</sup> Century</p>	<p><b><u>REQUIRED</u></b>                      R.S. College Composition                      World Literature                      A.P. Calculus or R.S. Calculus</p>
<p><b><u>HIGHLY RECOMMENDED</u></b>                      French I</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>                      French II                      Chemistry</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>                      R.S. French III                      R.S. Chemistry                      R.S. Psychology                      School-to-Career</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>                      R.S. French IV                      Physics Honors                      R.S. Sociology                      R.S. Critical Thinking                      School-to-Career</p>

**Bachelor's Degree:** Surveyor, Forester, Marine Biologist, Meteorologist, Physics, Chemistry, Biology, Mathematics, Computer Science, Information Sciences, Software Development, Systems Analyst, Accounting, Actuary, Statistician

Grade 9	Grade 10	Grade 11	Grade 12
<p><b><u>REQUIRED</u></b>                      Int. English 1 (Reading and Writing)                      Math 1                      Integrated Science                      STEM                      World History                      Physical Education                      Health</p>	<p><b><u>REQUIRED</u></b>                      Int. English 2 (R.S. British Literature or British Literature)                      Math 1/Math 2                      Pre-AP Biology or Biology                      A.P. Computer Science Principles or STEM Tech or STEM Entrepreneur</p>	<p><b><u>REQUIRED</u></b>                      Int. English 3 (R.S. Survey of American Literature or American Literature)                      Math 2/Math 3                      R.S. Pre-Calculus                      Personal Finance                      A.P. U.S. History or R.S. 20<sup>th</sup> Century</p>	<p><b><u>REQUIRED</u></b>                      R.S. College Composition or Communications                      A.P. Calculus or R.S. Calculus</p>

Digital Media Fine Arts (art or music classes)	Fine Arts (art or music classes) Physical Education		
<b><u>HIGHLY RECOMMENDED</u></b> French I	<b><u>HIGHLY RECOMMENDED</u></b> French II Chemistry	<b><u>HIGHLY RECOMMENDED</u></b> R.S. French III R.S. Chemistry R.S. Psychology School-to-Career	<b><u>HIGHLY RECOMMENDED</u></b> R.S. French IV Physics Honors R.S. Sociology R.S. Critical Thinking School-to-Career

***Certificate:***

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b><u>REQUIRED</u></b> Int. English 1 (Reading and Writing) Math 0.5/ Math 1 Integrated Science STEM World History Physical Education Health Fine Arts (art or music classes)	<b><u>REQUIRED</u></b> Int. English 2 (British Literature) Math 1 / Math 2 Biology STEM Tech or STEM Entrepreneur Physical Education	<b><u>REQUIRED</u></b> Int. English 3 (American Literature) Math 2 Personal Finance U.S. History	<b><u>REQUIRED</u></b> Communications World Literature R.S. Quantitative Reasoning
<b><u>HIGHLY RECOMMENDED</u></b> French I	<b><u>HIGHLY RECOMMENDED</u></b> French II	<b><u>HIGHLY RECOMMENDED</u></b> Chemistry School-to-Career	<b><u>HIGHLY RECOMMENDED</u></b> School-to-Career

# Human Services Pathway Map

**Human Services:** This pathway is designed to meet the needs of students considering careers that utilize skills in the area of Health & Human Services. Persons with such interest may like to help, inform, or serve others through teaching, counseling, human services, work, etc. learn about social issues. Listed below are potential career opportunities aligned with the level of training required. In addition, possible college majors/career fields are listed, followed by courses that can provide additional skills and exposure.

**Professional:** Superintendent, Principal, School Counselor, College Professor, Social Worker, Lawyer/Judge, Psychologist,

Grade 9	Grade 10	Grade 11	Grade 12
<p><b>REQUIRED</b>                      Int. English 1 (Reading and Writing)                      Math 1/Math 2                      Integrated Science                      STEM                      World History                      Civics &amp; N.H.                      Economics                      Fine Arts (art or music classes)                      Health</p>	<p><b>REQUIRED</b>                      Int. English 2 (R.S. British Literature)                      Math 1/Math 2                      Pre-AP Biology                      A.P. Computer Science Principles or STEM Tech or STEM Entrepreneur                      Physical Education                      Fine Arts (art or music classes)</p>	<p><b>REQUIRED</b>                      Int. English 3 (R.S. Survey of American Literature)                      Math 2/Math 3                      Personal Finance                      R.S. Pre-Calculus                      A.P. U.S. History or R.S. 20<sup>th</sup> Century                      Physical Education</p>	<p><b>REQUIRED</b>                      R.S. College Composition                      World Literature                      R.S. Statistics</p>
<p><b>HIGHLY RECOMMENDED</b>                      French I</p>	<p><b>HIGHLY RECOMMENDED</b>                      French II                      Chemistry</p>	<p><b>HIGHLY RECOMMENDED</b>                      R.S. French III                      R.S. Anatomy &amp; Physiology                      R.S. Psychology                      School to Career</p>	<p><b>HIGHLY RECOMMENDED</b>                      R.S. French IV                      R.S. Sociology                      R.S. Critical Thinking                      School to Career</p>

**Bachelor's Degree:** Teacher, Police Officer

Grade 9	Grade 10	Grade 11	Grade 12
<p><b>REQUIRED</b>                      Int. English 1 (Reading and Writing)                      Math 1/Math 2                      Integrated Science                      STEM                      World History                      Physical Education                      Health                      Fine Arts (art or music classes)</p>	<p><b>REQUIRED</b>                      Int. English 2 (R.S. British Literature)                      Math 1/Math 2                      Pre-AP Biology or Biology                      A.P. Computer Science Principles                      Civics &amp; N.H.                      Economics                      Physical Education</p>	<p><b>REQUIRED</b>                      Int. English 3 (R.S. Survey of American Literature or American Literature)                      Math 2/Math 3                      Personal Finance                      R.S. Pre-Calculus                      A.P. U.S. History or R.S. 20<sup>th</sup> Century</p>	<p><b>REQUIRED</b>                      R.S. College Composition or Communications                      World Literature                      R.S. Statistics</p>
<p><b>HIGHLY RECOMMENDED</b>                      French I</p>	<p><b>HIGHLY RECOMMENDED</b>                      French II</p>	<p><b>HIGHLY RECOMMENDED</b>                      Chemistry</p>	<p><b>HIGHLY RECOMMENDED</b>                      R.S. Sociology</p>

		R.S. French III R.S. Psychology School to Career	R.S. Critical Thinking
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**Certificate:** Barber, Flight Attendant, Cosmetologist, Child Care Worker, Home Health Aide, Library Assistant, Manicurist, Massage Therapist, Truck Driver, Paraprofessional, Fire Fighter

Grade 9	Grade 10	Grade 11	Grade 12
<p><b><u>REQUIRED</u></b>            Int. English 1 (Reading and Writing)            Math 0.5/Math 1            Integrated Science            STEM            World History            Health            Physical Education            Fine Arts (art or music classes)</p>	<p><b><u>REQUIRED</u></b>            Int. English 2 (British Literature)            Math 1/Math 2            Biology            STEM Tech or STEM            Entrepreneur            Civics &amp; N.H.            Economics            Physical Education</p>	<p><b><u>REQUIRED</u></b>            Int. English 3 (American Literature)            Math 1/Math 2            Personal Finance            U.S. History</p>	<p><b><u>REQUIRED</u></b>            Communications            World Literature            R.S. Quantitative Reasoning</p>
<p><b><u>HIGHLY RECOMMENDED</u></b>            French I</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>            French II</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>            School to Career</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>            School to Career</p>

# Health Science Pathways Map

**The Health Science Pathways consists of programs of studies related to the promotion of physical health. If you like to observe, learn, investigate, analyze, evaluate or solve problems related to health issues this may be the pathway for you. The Health Services occupations are among the fastest growing areas in our economy. The opportunities are varied and offer opportunities at all educational levels. Development of strong “people skills” are important to success in this pathway.**

**Professional:** Athletic Trainer, Chiropractor, Dietician, Physician Assistant, Medical Examiner, Pharmacist, Physician, Podiatrist, Veterinarian, Geneticist

Grade 9	Grade 10	Grade 11	Grade 12
<p><b>REQUIRED</b>                      Int. English 1 (Reading and Writing)                      Math 1/Math , 2                      Integrated Science                      STEM                      World History                      Civics &amp; N.H.                      Economics                      Health                      Fine Arts (art or music classes)</p>	<p><b>REQUIRED</b>                      Int. English 2 (R.S. British Literature)                      Math 2/Math 3                      Pre-AP Biology                      A.P. Computer Science Principles                      Physical Education</p>	<p><b>REQUIRED</b>                      Int. English 3 (R.S. Survey of American Literature)                      Math 3/R.S.                      Pre-Calculus                      Personal Finance                      A.P. U.S. History or R.S. 20th Century</p>	<p><b>REQUIRED</b>                      R.S. College Composition                      World Literature                      R.S. Calculus or A.P. Calculus or R.S. Statistics                      Physical Education</p>
<p><b>HIGHLY RECOMMENDED</b>                      French I</p>	<p><b>HIGHLY RECOMMENDED</b>                      French II                      Chemistry</p>	<p><b>HIGHLY RECOMMENDED</b>                      R.S. French III                      R.S. Chemistry                      R.S. Anatomy &amp; Physiology                      R.S. Psychology                      School-To -Career</p>	<p><b>HIGHLY RECOMMENDED</b>                      R.S. French IV                      A.P. Biology                      R.S. Sociology                      School-to-Career</p>

**Bachelor:** Registered Nurse, Dental Hygienist, Respiratory Therapist

Grade 9	Grade 10	Grade 11	Grade 12
<p><b>REQUIRED</b>                      Int. English 1 (Reading and Writing)                      Math 1/Math 2                      Integrated Science                      STEM                      World History                      Health                      Fine Arts (art or music classes)                      Physical Education</p>	<p><b>REQUIRED</b>                      Int. English 2 (R.S. British Literature or British Literature)                      Math 2/Math 3                      Pre-AP Biology or Biology                      A.P. Computer Science Principles or STEM Tech or STEM Entrepreneur                      Physical Education                      Civics &amp; N.H.                      Economics</p>	<p><b>REQUIRED</b>                      Int. English 3 (R.S. Survey of American Literature or American Literature)                      Math 3/                      R.S. Pre-Calculus                      Personal Finance                      A.P. U.S. History or R.S. 20th Century                      Chemistry                      R.S. Anatomy &amp; Physiology</p>	<p><b>REQUIRED</b>                      R.S. College Composition or Communications                      World Literature                      R.S. Calculus or R.S. Statistics                      A.P. Biology</p>

<b><u>HIGHLY RECOMMENDED</u></b> French I	<b><u>HIGHLY RECOMMENDED</u></b> French II	<b><u>HIGHLY RECOMMENDED</u></b> R.S. French III R.S. Psychology School-to-Career	<b><u>HIGHLY RECOMMENDED</u></b> R.S. French IV R.S. Sociology School-to-Career
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***Certificate:*** Certified Nursing Assistant, Licensed Practical Nurse, Medical Lab Technician, Respiratory Technician, Veterinary Technician, Personal Trainer, Emergency Medical Tech

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b><u>REQUIRED</u></b> Int. English 1 (Reading and Writing) Math 0.5 / Math 1 Integrated Science STEM World History Physical Education Health Fine Arts (art or music classes)	<b><u>REQUIRED</u></b> Int. English 2 (British Literature) Math 1 / Math 2 Biology STEM Tech or STEM Entrepreneur Civics & N.H. Economics Physical Education	<b><u>REQUIRED</u></b> Int. English 3 (American Literature) Math 2 Personal Finance U.S. History	<b><u>REQUIRED</u></b> Communications World Literature R.S. Quantitative Reasoning
<b><u>HIGHLY RECOMMENDED</u></b> French I	<b><u>HIGHLY RECOMMENDED</u></b> French II	<b><u>HIGHLY RECOMMENDED</u></b> School-to-Career	<b><u>HIGHLY RECOMMENDED</u></b> School-to-Career

# College and Career Pathways Map

**The College And Career Pathways is about using your skills in designing, planning and managing in careers building and maintaining structures such as bridges, homes, mechanical structures, as well as possibly owning your own business.**

**Professional:**

Grade 9	Grade 10	Grade 11	Grade 12
<p><b>REQUIRED</b>                      Int. English 1 (Reading and Writing)                      Math 1                      Integrated Science                      STEM                      World History                      Health                      Fine Arts (art or music classes)                      Physical Education</p>	<p><b>REQUIRED</b>                      Int. English 2 (British Literature)                      Math 1 / Math 2                      Biology                      STEM Tech or STEM                      Entrepreneur                      Civics &amp; N.H.                      Economics                      Physical Education</p>	<p><b>REQUIRED</b>                      Int. English 3 (American Literature)                      Math 2                      Personal Finance                      U.S. History</p>	<p><b>REQUIRED</b>                      Communications                      World Literature                      R.S. Statistics or R.S.                      Quantitative Reasoning</p>
<p><b>HIGHLY RECOMMENDED</b>                      French I</p>	<p><b>HIGHLY RECOMMENDED</b>                      French II</p>	<p><b>HIGHLY RECOMMENDED</b>                      French III                      R.S. Psychology                      Chemistry                      School-to-Career                      CTE Program at BHS</p>	<p><b>HIGHLY RECOMMENDED</b>                      School-to-Career                      CTE Program at BHS</p>

**Bachelor's Degree:** Construction Manager

Grade 9	Grade 10	Grade 11	Grade 12
<p><b>REQUIRED</b>                      Int. English 1 (Reading and Writing)                      Math 1                      Integrated Science                      STEM                      World History                      Health                      Physical Education                      Fine Arts (art or music classes)</p>	<p><b>REQUIRED</b>                      Int. English 2 (British Literature)                      Math 1/Math 2                      Biology                      STEM Tech or STEM                      Entrepreneur                      Civics &amp; N.H.                      Economics                      Physical Education</p>	<p><b>REQUIRED</b>                      Int. English 3 (American Literature)                      Math 2                      Personal Finance                      U.S. History</p>	<p><b>REQUIRED</b>                      Communications                      World Literature                      R.S. Statistics</p>
<p><b>HIGHLY RECOMMENDED</b>                      French I</p>	<p><b>HIGHLY RECOMMENDED</b>                      French II</p>	<p><b>HIGHLY RECOMMENDED</b>                      R.S. French III                      School-to-Career                      Chemistry                      CTE Program at BHS</p>	<p><b>HIGHLY RECOMMENDED</b>                      CTE Program at BHS                      School-to-Career</p>



**Certificate/Apprenticeship:** Brick Mason, Carpenter, Electrician, HVAC, Plumber, Machinist, Diesel Mechanic, Surveyor, Carpet Installer, Drywall Worker, Roofer, Machine Operator, Freight Handler, Laborer, Grader & Dozer Operator, Auto Mechanic, Auto Body Repair, Diesel Mechanic, Motorcycle Mechanic, Truck Driver, CAD/CAM Technician

Grade 9	Grade 10	Grade 11	Grade 12
<p><b><u>REQUIRED</u></b>            Int. English 1 (Reading and Writing)            Math 0.5 / Math 1            Integrated Science            STEM            World History            Physical Education            Health            Fine Arts (art or music classes)</p>	<p><b><u>REQUIRED</u></b>            Int. English 2 (British Literature)            Math 1 / Math 2            Biology            STEM Tech or STEM            Entrepreneur            Civics &amp; N.H.            Economics            Physical Education</p>	<p><b><u>REQUIRED</u></b>            Int. English 3 (American Literature)            Math 2            Personal Finance            U.S. History</p>	<p><b><u>REQUIRED</u></b>            Communications            World Literature            R.S. Quantitative Reasoning</p>
<p><b><u>HIGHLY RECOMMENDED</u></b>            French I</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>            French II</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>            R.S. French III            School-to-Career            BHS CTE Program</p>	<p><b><u>HIGHLY RECOMMENDED</u></b>            School-to-Career            BHS CTE Program</p>

## **Your Choices After High School**

**On the Job Training:** Some occupations do not require training prior to employment; rather, additional training and skills required beyond high school are provided by the employer.

**Apprenticeship:** Apprenticeship is a three to four year training program where you earn money while you learn, working on the job. You receive a license at the end of training. Examples of trades that use apprenticeship are bricklaying, electrical repair, etc.

**Vocational/Technical School:** Programs at these schools are generally from one month to four years in length. Examples of vocational technical programs include practical nursing, dental hygienist, paramedic, and some areas of business.

**Community College:** Community colleges offer two year degree vocational training, associate degrees, or credit transfer to a college or university where you can pursue a bachelor's degree. Most community colleges have an open enrollment policy for high school graduates and individuals with GEDs.

**College/University:** A bachelor's degree requires approximately four years of college. A master's degree usually requires one to two years of college beyond the bachelor's degree. A minimum of a bachelor's degree is required for many of the occupations in the U.S. Entrance requirements depend on the desired program/major.

**Military:** Training is available for many jobs while you are enlisted. You may also receive financial assistance for college, room and board, salary, and insurance benefits. High school graduation is required. Another consideration for students would be the military academies like West Point or University R.O.T.C.

## **The Purpose of Career Paths**

Gorham High School has programs to assist all students in choosing and preparing for rewarding careers. A general high school program of studies is not enough preparation for today's colleges, technical career, or for employment in today's complex workplace.

Career paths help give focus and direction to the selection of a high school program of study and to best assist the student in achieving whatever goal he/she has chosen. All high school students are asked to consider career paths, clusters, and programs of study.

Career paths are clusters of occupations and careers that are grouped together because many of the people in them share similar interests and strengths. All paths include a variety of occupations that require different levels of education and training. Career paths provide students with an area of focus, along with flexibility among many options and a variety of ideas to pursue.

## **Choosing a Career Path, Cluster and Pathway**

As a part of Gorham High School's scheduling process, each student, working with parents and your high school counselor, will develop a course of study centered on one of the five broad career paths with specific emphasis upon career cluster interests. The course of study may reflect a general area of interest such as health services, or it may concentrate on a specific occupational goal such as becoming a respiratory therapist or a registered nurse. The following activities will enable students to achieve a designated career path:

- Students will complete activities during flex time in their perspective seminar classes with the high school counselor to expand awareness of a variety of careers. Activities to explore careers will continue throughout high school.
- Students will identify their interests, abilities, and talents.
- Students will consider the possible careers in each career cluster in relationship to those interests, abilities and talents.

- Students will decide which career cluster seems to fit them best.
- Students will select courses that are related to the career path they have chosen.

Students choose a career pathway by considering personal interests, personalities, and strengths. Students develop and will update (only if there is a change of heart) a plan of study by selecting the courses that are relevant to the variety of occupations in the career cluster and pathway selected.

### **If students change their minds concerning their pathway?**

A career path is a choice and is not a permanent commitment. As students mature and have new experiences, they will learn new things about themselves and may want to change career paths. Four-year plans are reviewed and discussed annually. Students will not lose credit for classes already taken if they change career paths nor will changing career paths in itself delay graduation date.

### **How and why do people choose careers?**

While everyone is different, there are some common reasons people choose their careers.

- Passion – a lifelong passion turns into a career.
- Inspiration – someone or something inspired them along a path or into a career.
- Experience – traveling, working in a certain field, a role model's influence on you.

There is no right or wrong path, just the path that you are on and the next one you might take. It is important students find a path they are passionate about, that fits their interests, and builds on their skills. Being there for them along the way and sharing what you have learned can really make a difference. We are all in this together to help them along this exciting journey.

### **Career Pathways – Resources**

[Introduction and Definitions](#)

[Career Aptitude Tests](#)

[Career One Stop](#)

[College Board My Future-College Search](#)

[NH Career Clusters](#)

[Occupational Outlook Handbook](#)

[Onet Clusters](#)

[Clusters, pathways, and BLS: Connecting career information](#)

### *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.



# ART



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**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.

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Art course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Studio in Art	9	10	11	12	0.5
Studio in Drawing & Painting	9	10	11	12	0.5
Unconventional Arts	9	10	11	12	0.5
Advanced Art Studies	9	10	11	12	0.5 / 1.0

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

**Studio in Art**

Grades 9-12  
0.5 credit  
9 weeks  
Prerequisites: None

**CCP**

Learning Expectations: 1.1, 1.2, 2.2, 3.1  
Heterogeneous Grouping

Studio in Art is designed to provide a foundation for the art program and satisfies the fine arts requirement. Students will explore drawing, painting, printmaking, two and three dimensional design, and digital media. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience.

**Studio in Drawing & Painting**

Grades 9-12  
0.5 credit  
9 weeks  
Prerequisites: None

**CCP**

Learning Expectations: 1.1, 1.2, 2.2, 3.1  
Heterogeneous Grouping

Emphasis is placed on experiences with design principles, drawing techniques and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in depth problems to solve creatively while becoming more adept through a broad exposure to various media.

**Unconventional Arts**

Grades 9-12  
0.5 credit  
9 weeks  
Prerequisites: None

**CCP**

Learning Expectations: 1.1, 1.2, 2.2, 3.1  
Heterogeneous Grouping

Whether you pin-it for later or create is now this half year course will get you in touch with your crafty side. This low-pressure course is designed to expose students to a stress-free environment where they can let their creative side shine.

**Advanced Art Studies**

Grades 9-12

0.5 or 1.0 credit

9 or 18 weeks

Prerequisites: Teacher Approval

**CCP**

Learning Expectations: 1.2, 1.3, 2.3, 3.1

Heterogeneous Grouping

Advanced Art Studies students will be exposed to advanced techniques in drawing, painting, printmaking, mixed media and collage. Students will be encouraged to explore the artistic potential of different mediums in expressive, representational, and conceptual manners. Mediums employed include colored pencil, charcoal, pastel, pen and ink, acrylic paint, and water-based oil printing inks. The emphasis throughout the course will be on the student's personal expression and independent thinking while solving aesthetic and practical art and design problems. Students will also focus on developing advanced art production skills. Students will work toward developing artwork appropriate for a portfolio. This course is for highly motivated students with a strong interest in art.

**Fine Arts Portfolio**

Grades 9-12

0.5 or 1.0 credit

9 or 18 weeks

Prerequisites: Teacher Approval

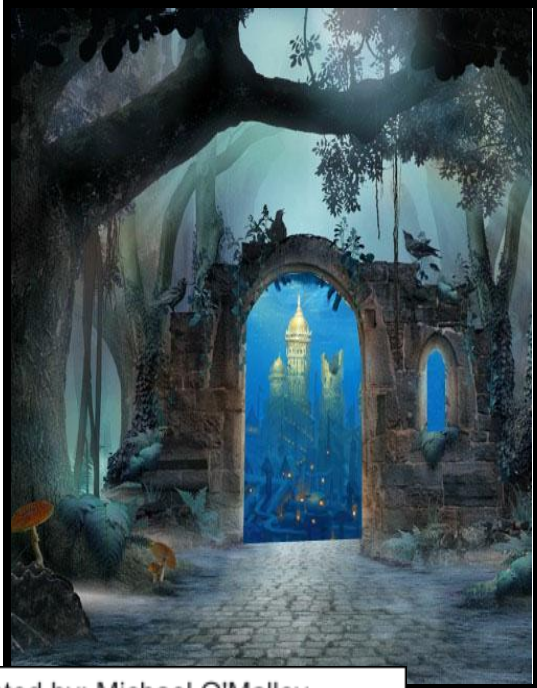
**CCP**

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.

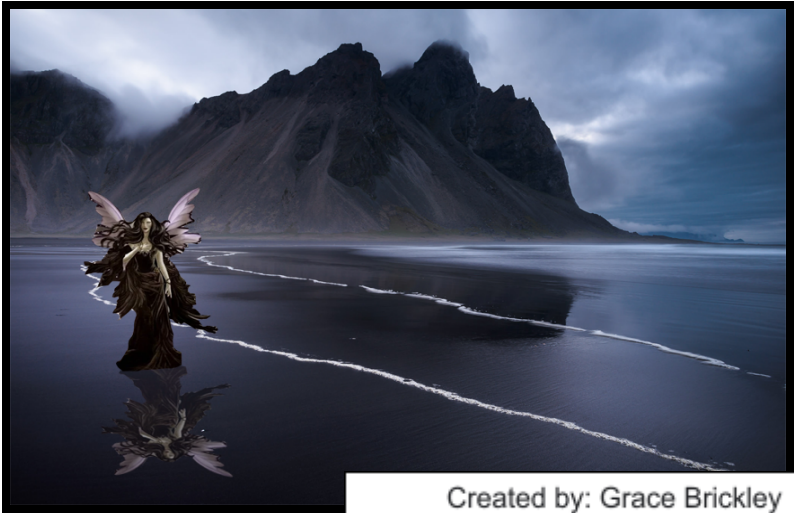
Digital Media Photos



Created by: Michael O'Malley



Created by: Allie Pelletier



Created by: Grace Brickley



# BUSINESS



**Instructor:**  
**Evan Arsenault**

Success in today's complex society requires varied technical, social, and business skills. The Business Department program offers education to those students wishing to pursue college programs in business, accounting, economics, finance, management, marketing, law, and government. Knowledge of practical skills such as word processing, creation and use of spreadsheets, leadership skills, and ability to create electronic presentations are also available. Knowledge of these practical skills often proves to be a factor in successful college applications and create a pathway to career success. The elements of the business curriculum allow students to think creatively and critically while demonstrating academic integrity which are essential skills in any workplace. The student experience will build confidence, character and a multitude of skills enabling them to be successful citizens and workers in the 21st century.

Business course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Principles of Marketing		10	11	12	0.5
Career Transition Principles		10	11	12	0.5
Entrepreneurship		10	11	12	0.5
Management & Leadership Principles		10	11	12	0.5
Principles of Business		10	11	12	0.5
R.S. Intro to Business Administration			11	12	1.0
R.S. Management & Teamwork			11	12	1.0

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

## **Principles of Marketing**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

## **CCP**

Learning Expectations: 1.1, 1.2, 1.3, 2.2, 2.3, 3.3

Heterogeneous Grouping

An introduction of marketing that approaches the subject as scientific decision making involving multiple considerations: economic environment, consumer behavior, product planning pricing, promotion, distribution, and market research. This course utilizes class participation, case studies, and out-of-class projects.

## **Career Transition Principles**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

## **CCP**

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

Heterogeneous Grouping

The course focuses on the development of interpersonal, intrapersonal, and intellectual character strengths as they relate to making a successful career transition from high school to college, the workforce, or the military. The course is meant to provide you with a framework for a process of

self-reflection and the development of practical skills that enables you to make career choices that better align with your values, ambitions, and continued service. Ultimately, this course helps you answer the question: What should I do next? Topics will include: career planning such as career exploration, resumes, cover letters, LinkedIn profiles, mock interviews and capstone project support.

### **Entrepreneurship**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

### **CCP**

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3

Heterogeneous Grouping

This course identifies the unique characteristics of entrepreneurs. A business plan is developed, and the financial requirements are evaluated for a business venture. Current trends in the global marketplace that can affect an entrepreneurial business venture are discussed. Ethics in business, marketing, management skills, and government intervention in the business world are presented in a format that emphasizes practical business experience.

### **Management & Leadership Principles**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

### **CCP**

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1

Heterogeneous Grouping

This course introduces basic functions and how organizations/businesses are owned, managed, and controlled. The managerial roles of planning, leading, organizing and controlling provide the framework that course materials are built around. Areas of concentration include legal and ethical considerations in management, decision-making and communication skill development, and leadership principles.

### **Principles of Business**

Grades 10-12

0.5 credit

9 weeks

Prerequisites: None

### **CCP**

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1

Heterogeneous Grouping

This course is designed to provide students with a practical working knowledge of the organization of business enterprises and the principles and procedures that are essential to their success. It is designed specifically for all students who plan to work in business, for those who wish to be employed in management positions, and for those who plan to go on to postsecondary education and pursue a business management career. Topics of study include economics, business organizations, leadership, human resources management, accounting, finance, entrepreneurship, and marketing. Upon completing this course, students will develop and present a business plan and possess a better understanding of how businesses are organized and how they operate locally, nationally, and globally in today's technology-driven world marketplace

### **Running Start**

#### **Intro to Business Administration**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: None

### **DE**

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3

Heterogeneous Grouping

In Introduction to Business Administration, students learn about business fundamentals through real-world case studies, application-focused content, and examples that prepare them for the business program and workforce. Students learn the functions of modern business with an emphasis on how these functions interact in a shifting business landscape. Key topics include ethics,

marketing, accounting and finance, the role of business, managing processes and operations, and the global economic and legal environment.

### **Running Start**

#### **Management & Teamwork**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: None

#### **DE**

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3  
Heterogeneous Grouping

Provides an active learning environment where management skills of developing self-awareness, managing stress, solving problems creatively, communicating supportively, motivating others, managing conflict and building teams will be explored. The importance of attitude, success as a team member, human relations and sensitivity to issues in the workplace are emphasized.

#### **Personal Finance**

Required

Grades 11-12

0.5 credit

9 weeks

Prerequisites: None

This course will fulfill the graduation requirement for Mathematics.

#### **CCP**

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. This course satisfies the requirement of a Mathematics course for N.H. Scholars. Personal Finance is a required 0.5 credit math course that counts towards the 4.0 credit requirement for graduation. This course satisfies the requirement of a Mathematics course for N.H. Scholars.

# CAPSTONE PROJECT EXPERIENCE



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## **Advisor: School Counselor**

All students need to complete a Capstone Project Experience as a graduation requirement. Academic learning is more meaningful when connected to real life experiences; and creates an appreciation for service to others and your community. Capstone projects are an independent, robust, academic experience that enhances educational and career aspirations.

Capstone Project Experience is a graduation requirement earning 0.5 credit. In the event that you do not successfully complete this requirement in January, you will have one more opportunity to complete a community service type project by the end of March. You will receive an F on your report card in January. If a student again does not complete the requirements in March, they will be unable to graduate with their class in June. You will be required to complete the requirements in the summer or beyond and you will receive your diploma upon its completion.

The Capstone Project Experience is your pursuit of new learning as you work with a mentor to explore your interests or to give back to your community through the community service type project. It is a demonstration of your ability to learn independently as well as a demonstration of your college and career readiness. Your project may be totally academic, totally hands on, or a combination of the two.

The benefits of Capstone help students stand out on college and job applications because they demonstrate critical thinking, communication, and research skills. In college and job interviews they have confidence, expertise and passion they show about the projects they have completed. Students build upon skills such as building evidence-based arguments, working in teams, delivering professional presentations and completing long-term projects.

The main idea of Capstone is transition. This project transitions students away from subject-centric learning to a real-life experience that the student believes may be relevant to their next stage in life.

While most projects are completed independently, some projects may require participation in formal outside instruction. These will be approved by the discretion of the Capstone Advisor/Capstone Committee. It is highly recommended that you have your project approved by May of your junior year and continue meeting or checking in with School Counselor, advisor, throughout the summer to stay on pace to meet the requirements.

## **Capstone Options**

There are three options to complete the Capstone Project Experience graduation requirement – Research Project, Career Pathway Project, or Community Service Project. Each option provides students with opportunities to hone in their interests and skills and/or explore a career interest prior to beginning college or other postsecondary pursuits. Our goal is to graduate students that are college and career ready. Therefore, Capstone Project Experience is a great way to show their overall preparedness and talents related to their career area of interest. Reflecting on who they are while showing what they want to do, the Capstone Project Experience provides students with the opportunity to explore a career of personal or professional interest and to address the latest trends or issues through work in the field. It allows students to demonstrate their ability to synthesize and apply the knowledge and skills acquired in their academic program to real-world issues and problems. It is the goal of the Capstone Project Experience to affirm students' ability to think

critically and creatively, to solve practical problems, to make reasoned and ethical decisions, and to communicate effectively.

Each option requires unique planning. To learn more about the options, please see the capstone webpage (link listed below).

### **Research Project**

The same requirements as the Career Pathway Project with the addition of a 10 page thesis paper and a formal presentation to the high school student body. A two-page journal entry is not required.

### **Career Pathway Project**

The first step is to fill out a project plan to indicate the direction the student wants to pursue. They select 10 objectives (4 are pre-determined, 2 are highly encouraged) that will help them achieve their goal toward completing a project. Thirty hours must be logged in hands-on learning or working. These hours do not include the online portfolio or binder aspect of the project. There is a form to document this. Once the project is approved, the student may begin working on the project independently with the support of the advisor and mentor to guide when needed. There is a form that will help guide them through the process that is very detailed. School Counselor will meet with students twice a week during flex to help answer additional questions and look over documents that students want support through.

Students will need to complete:

- a two page reflection paper detailing their process and what they learned is due **December 15, 2023**.
- an online portfolio with all essential documents is due **February 19, 2024**.
- a tri-fold display board used during presentation night is due **February 19, 2024**.
- attend and present at the mandatory Capstone Presentation Night in **March 2024**.

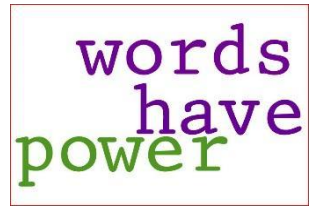
### **Community Service Project**

- Get your project approved. (Recommend approval by May of Junior Year.)
- Document 30 hours of community service with a recognized not-for-profit organization or a non-job-embedded private organization. (Recommend completion during the summer prior to senior year/early fall if needed.) Form must be submitted with signatures verifying the hours.
- Reflect on the experience and complete a 2-page typed journal entry. **Due February 2, 2024**.
- Complete a tri-fold display board highlighting what you have accomplished and learned is due **February 19, 2024**.
- Capstone Presentation Night - mandatory attendance in **March 2024**. A night to celebrate the efforts of the class.

A Capstone Project Experience website has been established to enable students' easy access to the entire Capstone Project Experience process. Click [HERE](#) to access the website.



# ENGLISH



**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

	<b>High 4-Year Degree: Liberal Arts Focus</b>	<b>Liberal Arts Focus</b>	<b>Math/Science Focus</b>	<b>College &amp; Career Ready</b>
<b>Gr. 9</b>	Integrated English 1: Literature & Writing Level 1	Integrated English 1: Literature & Writing Level 2	Integrated English 1: Literature & Writing Level 1	Integrated English 1: Literature & Writing Level 1
<b>Gr. 10</b>	Integrated English 2: Literature & Writing Level 1	Integrated English 2: Literature & Writing Level 2 or higher	Integrated English 2: Literature & Writing Level 1	Integrated English 2: Literature & Writing Level 3 or higher
<b>Gr. 11</b>	English 3: R.S. Survey of American Literature Honors	English 3: Literature & Writing Level 2 or higher	English 3: R.S. Survey of American Literature Honors	English 3: Literature & Writing Level 2 or higher
<b>Gr. 12</b>	R.S. College Composition or College Composition & World Literature	College Composition or Communications & World Literature	R.S. College Composition or College Composition & World Literature	R.S. College Composition, College Composition or Communications & World Literature

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

English course offerings by grade:

<b>Course</b>	<b>Gr 9</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Credit</b>
Integrated English 1: Literature & Writing	9				1.0
Integrated English 2: Literature & Writing		10			2.0
Integrated English 3: R.S. Survey of American Lit			11		1.0
Integrated English 3: Literature & Writing			11		1.0
R.S. College Composition				12	1.0
College Composition				12	1.0
Communications				12	1.0
World Literature Honors				12	1.0
World Literature Levels 1 & 2				12	1.0

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

**Integrated English 1  
Literature & Writing**

Required

Grade 9

1.0 credit

18 weeks (year-long alternating days)

Prerequisites: Level 1: NWEA Score: 225+ 80% in 8<sup>th</sup> grade English

Level 2: None

**CCP**

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

English 1 is an 18-week required course for all 9th 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. This course satisfies the requirement of an English course for N.H. Scholars.

**Integrated English 2  
Literature & Writing**

Required

Grade 10

2.0 credits

36 weeks

Prerequisites: Level 1: NWEA Score: 230+ 85% in English 1

Level 2: 80% in English 1 Level 2 or higher

Level 3: None

**CCP**

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

English 2 is a year-long required course for all 10th graders. This course further develops critical reading and writing skills. This course takes into account elements of fiction (e.g. theme, plot, character, symbol, style) and offers essential vocabulary to discuss literature. Students read, analyze, and interpret the works of major authors. They read closely and critically from a literary perspective, as well as for the range of social, historical, political, and cultural perspectives they represent. Additionally, this course focuses on developing proficiency in writing. Students will be tasked to write a research paper, literary analysis paper, and a creative short story. There will be an emphasis on revision and feedback during the writing process. This course satisfies the requirement of an English course for N.H. Scholars.

**Integrated English 3  
R.S. Survey of American Literature**

Required

Grade 11

1.0 credit

18 weeks

Prerequisites: NWEA Score: 240+, 85% in English 2

Teacher discretion if NWEA score is 239-240 and/or 80-85% in English 2

**DE**

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

This course introduces students to American literature with emphasis on the post-Revolutionary period, although some pre-Revolutionary texts may be considered to provide a contextual framework for later works. It takes into account elements of fiction (e.g. theme, plot, character, symbol, style) and offers a critical vocabulary to discuss literature. Students read, analyze, and interpret the works of major American authors during this timeframe. They read closely and critically from a literary perspective, as well as for the range of social, historical, political, and cultural perspectives they represent. This course satisfies the requirement of an English course for N.H. Scholars.



**Integrated English 3  
Literature & Writing**

Required  
Grade 11  
1.0 credit  
18 weeks  
Prerequisites: Level 1: 80%+ in English 2 Level 2 or higher  
Level 2: None

**CCP**

Learning Expectations: 1.1, 1.2, 2.1, 3.1  
Heterogeneous Grouping

English 3 is a required course for all 11th graders not enrolled in RS Survey of American Literature. This course reviews literature with a heightened attention to author's craft and voice. Students read, analyze, and interpret the works of major authors. They read closely and critically from a literary perspective, as well as for the range of social, historical, political, and cultural perspectives they represent. Additionally, students are expected to use mature analytical thinking in their writing. This course satisfies the requirement of an English course for N.H. Scholars.

**Running Start College Composition**

Required  
Grade 12  
1.0 credit  
18 weeks  
Prerequisites: NWEA Score: 240+, 85% In English 3  
Teacher discretion if NWEA score is 239-240 and/or 80-85% in English 3

**DE**

Learning Expectations: 1.1, 1.2, 2.1, 3.1  
Homogeneous Grouping

College Composition is an intensive analysis of the many aspects of top-notch expository writing and MLA 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. This course satisfies the requirement of an English course for N.H. Scholars.

**College Composition**

Grade 12  
1.0 credit  
18 weeks  
Prerequisites: NWEA Score: 230+; 80% in English 3 Level 1 or R.S.

**CCP**

Learning Expectations: 1.1, 1.2, 2.1, 3.1  
Homogeneous Grouping

This course follows the R.S. College Composition requirements but Level 1 students may have modified assignments in length. This course satisfies the requirement of an English course for N.H. Scholars.

**Communications**

Required  
Grade 12  
1.0 credit  
18 weeks  
Prerequisites: Level 1: 80%+ in English 3 Level 2 or higher  
Level 2: None

**CCP**

Learning Expectations: 1.1, 1.2, 1.3, 2.1, 3.1  
Homogeneous Grouping

Communication course focuses on developing communication skills in both written and public speaking. The students will identify effective methods to arrange ideas and information in written

form and then convert the written form into an effective oral delivery. Students will also complete expository writings throughout the course. This course focuses on critically thinking, organizing ideas, researching counter viewpoints, and communicating appropriately for different audiences and purposes. This course satisfies the requirement of an English course for N.H. Scholars.

### **World Literature Honors**

Required  
Grade 12  
1.0 credit  
18 weeks

### **H**

Learning Expectations: 1.1, 1.2, 2.1, 3.1  
Homogeneous Grouping

Prerequisites: 85 average in R.S. Survey of American Literature for World Literature Honors, 90 average in American Literature 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. This course satisfies the requirement of an English course for N.H. Scholars.

### **World Literature Levels 1 & 2**

Required  
Grade 12  
1.0 credit  
18 weeks

### **CCP**

Learning Expectations: 1.1, 1.2, 2.1, 3.1  
Homogeneous Grouping

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. This course satisfies the requirement of an English course for N.H. Scholars.

### **E.S.O.L. English**

Grades 9-12  
1 credit  
18 weeks

Learning Expectations: 1.2, 2.1, 2.3, 3.2  
Heterogeneous Grouping

Prerequisites: None

English to Speakers of other Languages (E.S.O.L.) is designed to meet the needs of students for whom English is not their dominant language. The goal is to prepare students for success in school and in society through the development of cultural awareness and English language proficiency in listening, speaking, reading and writing. There is a particular emphasis on the skills necessary for students to meet standards on the A.C.C.E.S.S. for E.L.L.s (a language proficiency exam).

### **Study of English Language**

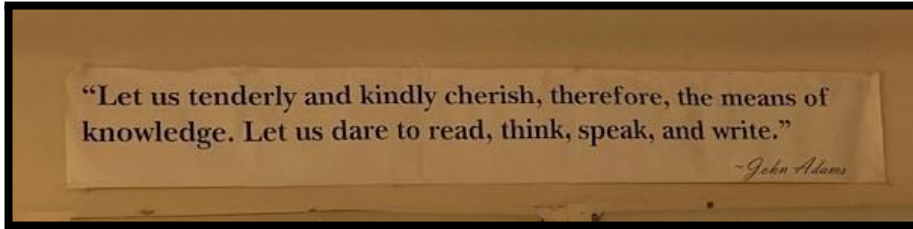
Grades 9-12  
1 credit  
18-36 weeks

Learning Expectations: 1.2, 2.1, 2.3, 3.2  
Heterogeneous Grouping

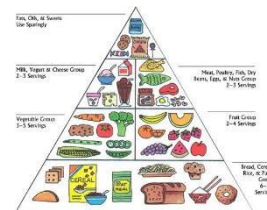
Prerequisites: None

Students in grades 9-12, who are functioning below grade level and require a multi-sensory structured literacy program may be recommended to take this course. At the secondary level, teachers and/or I.E.P. team will determine the appropriate amount of weekly services necessary for the student to experience growth. Once parental consent is obtained, progress is indicated quarterly

or more if needed as part of the I.E.P. process. Instructors maintain continued contact with the classroom teacher and/or case manager to provide updates on student progress.



# 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
Taste of Nation	9	10	11	12	0.5
Principles of Baking	9	10	11	12	0.5
International Foods	9	10	11	12	0.5
Ultimate Cooking	9	10	11	12	0.5
Food for You	9	10	11	12	0.5
Gourmet on the Run	9	10	11	12	0.5
Culinary Arts 1	9	10	11	12	0.5
Culinary Arts 2	9	10	11	12	0.5

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

**Taste of a Nation**

Grades 9-12  
0.5 credit  
9 weeks  
Prerequisites: None

**CCP**

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.

**Principles of Baking**

Grades 9-12  
0.5 credit  
9 weeks  
Prerequisites: None

**CCP**

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.

**International Foods**

Grades 9-12

**CCP**

Learning Expectations: 1.1, 2.1, 2.3, 3.1

0.5 credit  
9 weeks  
Prerequisites: None

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.

### **Ultimate Cooking**

Grades 9-12  
0.5 credit  
9 weeks  
Prerequisites: None

### **CCP**

Learning Expectations: 1.1, 1.3, 2.1, 3.1  
Heterogeneous Grouping

The Ultimate Cooking class is designed to build on skills and information learned in previous Family and Consumer Science cooking courses. This course will focus on elements of meal planning and food science. Additionally, students will practice their culinary skills through the preparation of appetizers, side dishes, main dishes, beverages and desserts. The course will culminate with students presenting a themed event.

### **Food for You**

Grades 9-12  
0.5 credit  
9 weeks  
Prerequisites: None

### **CCP**

Learning Expectations: 1.1, 2.1, 2.3, 3.1  
Heterogeneous Grouping

This course assists students in understanding the role of nutrition in health and wellness. Demonstrations, hands-on food labs, guided instruction and cooperative learning are used throughout the course. Ultimately, students will be given the opportunity to have the necessary skills to plan, purchase and prepare nourishing meals and to evaluate and improve their day-to-day food choices.

### **Gourmet on the Run**

Grades 9-12  
0.5 credit  
9 weeks  
Prerequisites: None

### **CCP**

Learning Expectations: 1.1, 1.3, 2.1, 3.1  
Heterogeneous Grouping

Gourmet on the Run is designed for the student who is interested in the preparation and serving of foods that can be prepared quickly. Many of the dishes include convenience food products. Shortcut cooking methods and skills are emphasized, as well as time and energy-saving techniques. Throughout the course, the microwave, blender, griddle, food processor, stovetop, as well as other appliances are used to emphasize quick cooking. All students will do a demonstration of a recipe from the course. This course is great for any student who does not have the time to do more-involved cooking.

### **Culinary Arts 1**

Grades 9-12  
0.5 credit  
9 weeks  
Prerequisites: None

### **CCP**

Learning Expectations: 1.1, 1.3, 2.1, 3.1  
Heterogeneous Grouping

Culinary Arts 1 is the first half of the Culinary Arts Program. Students learn to work in a professional kitchen with focus on sanitation and safety. Students learn techniques in hot and cold food preparation as well as baking. Student in Culinary Arts 1 will begin to develop food service

management skills in the areas of customer service, cost control, communication, leadership, and problem solving. Students will gain knowledge in the areas of nutrition, organizational structure, and sustainability. Students develop collaboration skills and learn how to function as a member of a team.

**Culinary Arts 2**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

**CCP**

Learning Expectations: 1.1, 1.3, 2.1, 3.1

Heterogeneous Grouping

Culinary Arts 2 offers students the opportunity to further enhance the food preparation and management skills learned in Culinary Arts 1. They will learn food development and marketing, and will increase their knowledge of cost management through understanding of income statements, purchasing, inventory control, and menu analysis. Students will gain experience in volume food production, live customer service, and restaurant management. Students will be expected to provide high quality food preparation and professional level table service. They will develop a higher level of professionalism, teamwork, and leadership.

# FLEX ADVISORY

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Grades 9-12

0.5 credit

36 weeks

Prerequisites: None

Learning Expectations: 1.2, 2.1, 2.3, 3.2

Heterogeneous Grouping

G.M.H.S. established an Advisory Period and Flex Time model of Academic Intervention, Support, and Enrichment to help support our students. This program incorporates an additional 30 minute period to each school day between 3rd and 4th block.

Each student is a member of a small advisory group with a faculty advisor who will follow that student during their four years at Gorham High School. This program is designed to meet the following goals:

- Develop interpersonal relationships among staff and students.
- Provide academics support to students.
- Enrich the curriculum.
- Provide after high school planning preparation.
- Provide SEL instruction.
- Building a positive school culture.

**ADVISORY:** Each student is assigned to an Advisory teacher and the Advisory class meets each Monday in the assigned teacher's room. During Advisory, students will participate in school-wide lessons on character, school expectations, academic success, and other topics. Students will also use this time to sign up for their FLEX TIME offerings, which take place on Tuesdays, Wednesdays, Thursdays, and Fridays. Advisory/flex teachers will also help students in navigating different issues that come up, and direct students to people they can go to get help. School Counselor will also pull out groups to provide classroom guidance instruction and assistance to the seniors on Thursday and Friday.

**FLEX TIME:** On Mondays, students will sign up for their FLEX TIME classes, which take place during the same time frame on Tuesdays, Wednesdays, Thursdays, and Fridays. There are three types of FLEX TIME offerings at G.M.H.S.:

- 1.) *Intervention:* Students who have been placed in an *Intervention* have been identified by their teacher as needing additional targeted support in an un-mastered skill, topic, or assignment. Students may not override teacher placement in an *Intervention* and must attend those sessions. Advisory teachers will notify students of their placement in an *Intervention* each Monday during sign ups.
- 2.) *Study and Support:* These FLEX TIME offerings are voluntary and students who are not placed in an *Intervention* may select an offering based on their own identified need for extra time and support. For example, a student who needs additional help on a Biology assignment would sign up to see their Biology teacher.
- 3.) *Enrichment:* Concert Band, Chorus, Capstone help, seminars.

The high school counselor will provide support throughout the year during flex covering the following topics.

## **Senior Seminar**

The intent of Senior Seminar is to help graduating students prepare for the change to college or independent living and become more responsible for the choices they make. Topics will include the college application and financial aid processes, studying/note-taking skills, time management,

importance of sleep, personal safety (environmental awareness, self-defense skills, sexual assault, smart choices involving drugs and alcohol, social media, pledging/hazing), college resources, nutritional choices, stress management, and college reality (expectations, illness, transitioning, getting involved, etc.).

### **Junior Seminar**

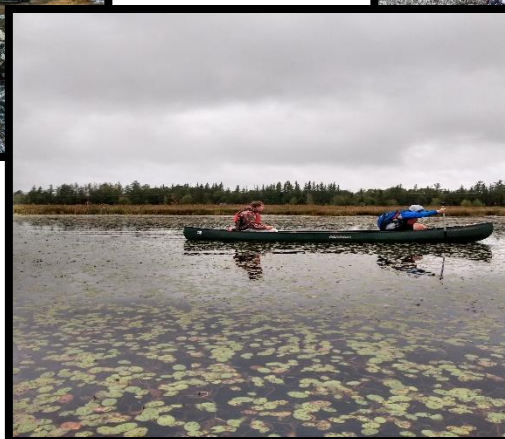
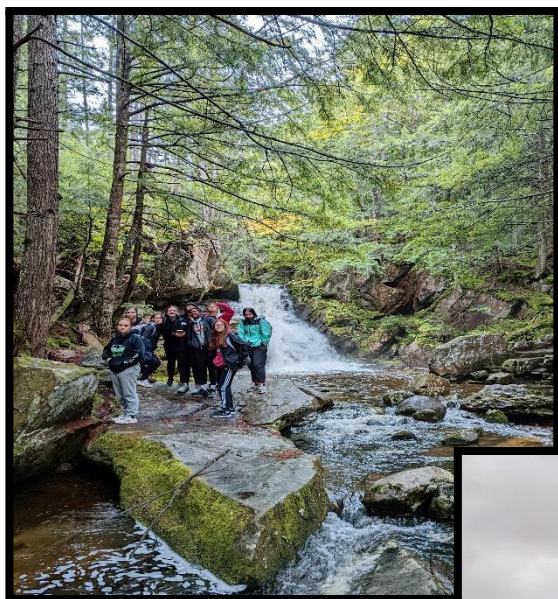
Each year juniors are scheduled in groups for developmental seminars with their guidance counselor. In addition to fostering effective relationships between students and counselors, these seminars provide interactive dialogue and information on the college application process, post-secondary planning, financial aid and college readiness. We will also work on Capstone, filling out job applications, discussing future life plans.

### **Sophomore Seminar**

This course offers sophomores the opportunity to explore their strengths, weaknesses, abilities, and interests in relation to possible career and college choices. Exploration will include interest inventories, self-exploration assignments, occupational research, exploration of labor market trends, speakers, and job shadowing opportunities.

### **Freshman Seminar**

This course is designed to help incoming freshmen manage the academic rigor and social issues of high school. This course covers various study skills, note-taking, test-preparation, research procedures, and reading and writing strategies. Students will learn and practice organizational skills. The course will also address social issues that affect freshmen as they begin to explore high school and postsecondary planning. Freshman Seminar is designed to help students during their transition to high school - its academic and personal demands - and help ensure their educational success.





# 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.

## **LIFE SKILLS**

Learning Expectations: 1.3, 2.1, 2.3, 3.1

The focus of the Life Skills program is to teach functional skills in academics, daily living, vocational, recreation/leisure and community participation for students of all ages, at their individual ability levels. Instructional lessons will reflect appropriate developmental level activities to teach students the necessary skills needed for life after high school. The classroom activities will be functional and age-appropriate, and will change to meet the needs of the student. Classroom instruction will include individual, small group and community-based experiences. The placement of a student in a Life Skills class must be determined by the Special Education I.E.P team and the action and the goals/objectives must reflect an emphasis on functional skills at the individual student's present level of ability.



# MATHEMATICS



**Instructors:**  
**Jennie Roberge**  
**Nathan Snyder**  
**Evan Arsenault**

## PATHWAYS IN INTEGRATED MATH

	Honors*	College & Career	Career & Technical	State Diploma
<b>Gr. 9</b>	Math 1	Math 1	Math .5 (Q1-2) Math 1 (Q3-4)	Math .5 (Q1-2) Math 1 (Q3-4)
<b>Gr. 10</b>	Math 2 Part 1 (Q1-2) Math 2 Part 2 (Q3-4)	Math 1 (Q1) Math 2 Part 1 (Q2-3) Math 2 Part 2 (Q4)	Math 1	Math 1
<b>Gr. 11</b>	Math 3 (Q1-2) R.S. Precalculus (Q3-4)	Math 2 Part 2 (Q1) Math 3 (Q2) R.S. Statistics (Q3-4)	CTE R.S. Quantitative Reasoning (Q3-4)	CTE
<b>Gr. 12</b>	R.S. Calculus (Q1-2) R.S. Statistics (Q3-4)	Math 3 (Q1-2) R.S. Precalculus (Q3-4)	Personal Finance R.S. Statistics ** (Q3-4)	Personal Finance CTE

**Notes:**

\*Accelerated students who complete Math 1 in 8<sup>th</sup> grade may complete Math 2 in 9<sup>th</sup> grade, Math 3 and R.S. Precalculus in 10<sup>th</sup> grade, A.P. Calculus AB in 11<sup>th</sup> grade, and R.S. Statistics in 12<sup>th</sup> grade.

\*\*Introduction to Statistics is also available. This course runs 9 weeks and is not offered for Running Start credit.

Mathematics course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Math .5	9				0.5
Math 1	9	10			1.0-3.0
Math 2 Part 1	9	10	11		1.0
Math 2 Part 2	9	10	11		1.0
Math 3		10	11		1.0-1.5
Personal Finance			11	12	0.5
R.S. Statistics			11	12	1.0
Introduction to Statistics			11	12	0.5
R.S. Precalculus		10	11	12	1.0
R.S. Quantitative Reasoning			11	12	1.0
R.S. Calculus				12	1.0
R.S. A.P. Calculus AB				12	2.0

**Philosophy:** At Gorham High School, a sequence of four courses, Math 1, Math 2 Part 1, Math 2 Part 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.

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 regularity in repeated reasoning.

### **Credits**

Students are required to earn 4 credits in a minimum of 3 mathematic courses for graduation. Successful completion of Math 1 is required for graduation. A student may receive up to 1 credit for courses in which Math is applied (such as C.T.E.). It is strongly recommended that students plan to take math courses throughout the duration of all four high school years. Please note that all credits will be applied upon successful completion of the course.

### **Recommended Sequence of Math Courses**

Refer to above chart for recommended sequences.

Math .5: 0.5 credit earned upon successful completion of the course. It is recommended Math 0.5 be completed if NWEA score is below 40<sup>th</sup> percentile.

Math 1: A minimum of 1 credit and a maximum of 3 credits will be awarded upon successful completion of the course. 0.25 credit is awarded upon receiving a passing grade each quarter for classes on a rotating block schedule. 0.5 credit is earned upon receiving a passing grade each quarter for classes on a standard block schedule.

Math 2 Part 1: 1 credit earned upon successful completion of the course.

Math 2 Part 2: 1 credit earned upon successful completion of the course.

Math 3: 1 credit earned upon successful completion of the course.

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

**Math .5**

Grade 9

0.5 credit

Prerequisites: NWEA score below 40th percentile or teacher/guidance approval

**CCP**

Learning Expectations: 1.1, 2.1, 3.1

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.

**Math 1**

Required

Grades 9-10

1.0-3.0 credits

Prerequisites: None

**CCP**

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. This course satisfies the requirement of a Mathematics course for N.H. Scholars.

**Math 2 - Part 1 & Part 2**

Grades 9-11

1.0 credit (each part)

Prerequisites: Successful completion of Math 1

**CCP**

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

Heterogeneous Grouping

Math 2 Part 1 is the second of a sequence of four courses. Students will study properties of rational exponents, polynomials and factoring, quadratic functions and equations, complex numbers, counting techniques and probability theory, and coordinate geometry. Use of the TI-84 graphing calculator will be incorporated throughout the course.

Math 2 Part 2 is the third of a sequence of four courses. Students will explore reasoning and conditional statements, lines and angles, triangles and quadrilaterals, congruence of triangles, similarity and proportionality, and right triangle trigonometry. Deductive reasoning and proof will be emphasized throughout the course. Both parts of this course satisfies the requirement of a Mathematics course for N.H. Scholars.

**Math 3**

Grades 10-11

1.0 credit

Prerequisites: Successful completion of Math 2

**H**

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

Heterogeneous Grouping

Math 3 is the fourth 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. This course satisfies the requirement of a Mathematics course for N.H. Scholars.

**Personal Finance**

Required  
Grades 11-12  
0.5 credit  
9 weeks  
Prerequisites: None

**CCP**

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. This course satisfies the requirement of a Mathematics course for N.H. Scholars. Personal Finance is a required 0.5 credit math course that counts towards the 4.0 credit requirement for graduation. This course satisfies the requirement of a Mathematics course for N.H. Scholars.

**Running Start Statistics**

Grades 11-12  
1.0 credit  
18 weeks  
Prerequisites: Successful completion of Math 1 and Math 2 Part 1

**DE**

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. This course satisfies the requirement of a Mathematics course for N.H. Scholars.

**Introduction to Statistics**

Grades 11-12  
0.5 credit  
9 weeks  
Prerequisites: Successful completion of Math 1

**CCP**

Learning Expectations: 1.1, 1.2, 3.1, 3.3  
Heterogeneous Grouping (Level 1/2)

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. This course satisfies the requirement of a Mathematics course for N.H. Scholars.

**Running Start Precalculus**

Grades 11-12  
1.0 credit  
18 weeks  
Prerequisites: Successful completion of Math 3

**DE**

Learning Expectations: 1.1, 2.1, 3.2  
Heterogeneous Grouping

Students will extend, integrate, and apply algebra and geometry concepts in preparation for Calculus. This course will cover the following topics: equations, graphs, properties and applications of linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions; analytic trigonometry; vectors; parametric equations; and conic sections (as time allows). A TI-84 Graphing Calculator is required. This course is recommended for college bound juniors or seniors

anticipating a technical career. This course is a prerequisite for Calculus. This course satisfies the requirement of a Mathematics course for N.H. Scholars.

### **Running Start**

#### **Quantitative Reasoning**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: Successful completion of Math 1

#### **DE**

Learning Expectations: 1.1, 2.1, 3.2

Heterogeneous Grouping

Running Start Quantitative Reasoning exposes students to a wide range of general mathematics. The course emphasizes and reinforces problem solving and critical thinking, along with the use of technology, as students become actively involved in solving applied problems. Topics include geometry, measurement, probability, statistics, finance, number theory and systems, functions and modeling.

#### **Running Start Calculus**

Grade 12

1.0 credit

18 weeks

Prerequisites: R.S. Precalculus

#### **DE**

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 students 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, economics, 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 introductory Calculus course at most colleges and universities. This course satisfies the requirement of a Mathematics course for N.H. Scholars.

### **Advanced Placement**

#### **Calculus AB**

Grades 11-12

2.0 credits

36 weeks

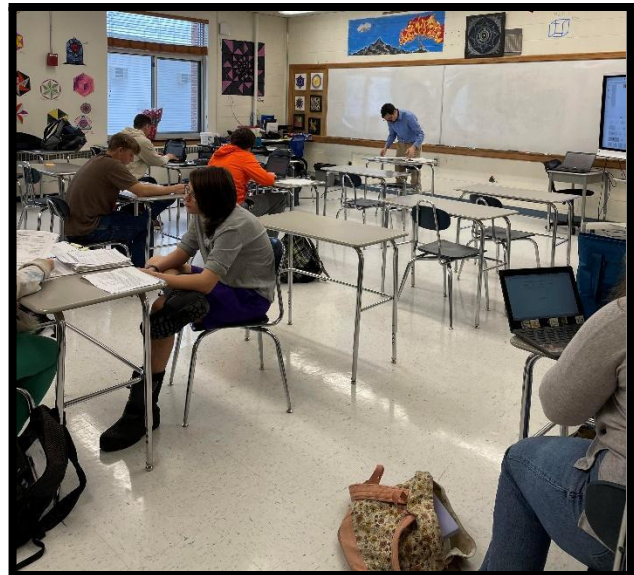
Prerequisites: Recommended to any student with a grade in Precalculus of 90 or higher or anyone looking to major in math or science related fields.

#### **DE**

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. This course satisfies the requirement of a Mathematics course for N.H. Scholars.





# MUSIC

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**Instructor:****Anne Freedman**

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.

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**Music course offerings by grade:**

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Concert Band	9	10	11	12	0.25
Honors Concert Band	9	10	11	12	0.25
Chorus	9	10	11	12	0.25
Honors Chorus	9	10	11	12	0.25
Guitar & Piano	9	10	11	12	0.5
Modern Band	9	10	11	12	0.5

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

**Concert Band**

Grades 9-12

0.25 credit - 18 weeks (during Flex)

Prerequisites: None

**CCP**

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 - 18 weeks (during Flex)

Prerequisites: 2+ years of ensemble experience

**H**

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 - 18 weeks (during Flex)

Prerequisites: None

**CCP**

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 - 18 weeks (during Flex)

Prerequisites: 2+ years of ensemble experience

### **H**

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.

### **Guitar & Piano**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

### **CCP**

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/or 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 level.

### **Modern Band**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: None

### **CCP**

Learning Expectations: 1.1, 1.3, 2.3, 3.2

Heterogeneous Grouping

Students will play lead guitar, rhythm guitar, bass guitar, drums, vocals and/or piano. Modern Band will incorporate musical choices students know and love while learning to compose, work together and develop their technical musical skills. Modern Band focuses on a repertoire of popular music such as rock, pop, country, and develops student achievement through the exploration of a modern band ensemble.

### **Independent Study**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: Teacher Approval

### **CCP**

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

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**Instructor:**  
**Tess Patry**

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.

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Physical Education course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Health	9				0.5
Physical Education	9	10	11	12	0.5
Intro to Officiating	9	10	11	12	0.5
Adaptive Physical Education	9	10	11	12	0.5

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**These courses fulfill the graduation requirement for Health and Physical Education.**

## **Health**

Required

Grade 9

0.5 credit

9 weeks

Prerequisites: None

## **CCP**

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, 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.

## **Physical Education**

Grades 9-12

0.5 credit – 9 weeks

Prerequisites: None

## **CCP**

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.

### **Intro to Officiating**

Grades 9-12

0.5 credit

Prerequisites:

### **CCP**

Learning Expectations:

Heterogeneous Grouping

This course will serve as an introduction to the basic skills useful in all phases of officiating. The work will consist of familiarizing the student with the rules basic to each sport. Much of the work will take place in the classroom while practical applications and demonstrations may take place in the gym. This course is an elective and does not satisfy the Phys Ed requirement.

### **Unified Wellness**

Grades 9-12

0.5 credit

9 weeks

Prerequisites: P.E., submit application

### **CCP**

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

Unified Wellness provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Wellness course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment. There is an application process in order to take this class.

### **Adaptive Physical Education**

Grades 9-12

0.5 credit

### **CCP**

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

9 weeks

Prerequisites: None

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.
- 

**Physical Education Waiver**

As recognized by N.H.I.A.A., students in grades 11-12 who have participated in interscholastic athletics for at least two full seasons may waive one required 0.5 credit of physical education for graduation. No actual credit is attached for interscholastic athletics. Students in grades 9-10 must take one in-person (0.5 credit) physical education class.

A student will be able to waive this 0.5 credit if he/she brings evidence of participation signed by the athletic director or school principal documenting participation in two full seasons of an interscholastic athletic team. Interscholastic athletics shall comprise of any sport that has the approval and is sanctioned by the school board and the N.H.I.A.A. Any Gorham High School student wishing to use this waiver should submit a Physical Education Waiver form for approval.

Completion of a season will mean that a student has participated in the entire length of a season. Partial participation shall be considered as not completing the season. Any student who is injured during said season and is unable to participate in at least 50% of the season shall be considered as not completing the season. If a student is removed, quits, or becomes academically ineligible during the season, said student shall forfeit the option of using that activity as partial fulfillment of the replacement of physical education policy. Any student who fails to meet the two season requirement, shall be required to complete the physical education class in person.



### Unified Wellness/P.E. Application

Submit your completed application to the counseling office by April 7th.  
*This is an application only!*

All applications will be screened and outstanding ones selected. This position can count for the students **P.E. (0.5) credit** or an **elective (0.5) credit**. This class will take place during a specific class period. Applicants must be able to work with students with disabilities to succeed in Physical Education.

***Applicants must keep all information about students confidential.***

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

Applicant must secure 3 teacher signatures:

Teacher Name	Class
1. _____	_____
2. _____	_____
3. _____	_____

Complete the following questions:

1. What character traits do you possess that would make you a great partner?
  
  
  
  
  
  
  
  
  
  
2. Why do you want to participate in the Unified PE program?

I understand the conditions of this application.

Student's Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Gorham Middle & High School

**Physical Education Waiver**

Students in grades 11-12 who have participated in interscholastic athletics (any sport that has the approval and is sanctioned by the school board and the N.H.I.A.A.) for at least two full seasons during may waive one required 0.5 credit of physical education for graduation.

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

Please check the sport that you have participated in.

<input type="checkbox"/>	Alpine Skiing	<input type="checkbox"/>	Football
<input type="checkbox"/>	Baseball	<input type="checkbox"/>	Hockey
<input type="checkbox"/>	Basketball	<input type="checkbox"/>	Soccer
<input type="checkbox"/>	Cross Country Running	<input type="checkbox"/>	Softball

*I understand that the Physical Education waiver means that I do not have to take one P.E. class, but that I will have to take another in-person class to earn the remaining 0.5 credit towards P.E. graduation requirements (total 1.0 credit).*

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

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

Athletic Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

_____ Approved	_____ Not Approved
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# SCHOOL-TO-CAREER



**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.

School-to-Career offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
School-to-Career			11	12	0.5

## **SCHOOL-TO-CAREER**

Grades 11-12

0.5 credit

9 weeks

Prerequisites: None

## **CCP**

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, Berlin Police Department, Androscoggin Valley Hospital, Gorham Family Dentistry, North Country Healthcare – Physical Therapy, Coos County Family Health, North Country Dental, , Gorham Fire Department, Berlin Emergency Medical Services, Coos County Nursing Home, St. Vincent's Nursing Home, Mother Goose Day Care

**Journalism/Television:** Berlin Daily Sun

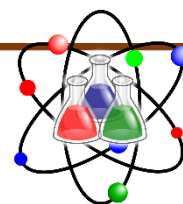
**Education:** Edward Fenn Elementary School, Berlin High School, Gorham Learning Center, Gorham Middle & High School, Kid's Only Day Care

**Government:** Gorham Town Manager's Office

**Art/Design/Fashion:** Color Works, Maureen's Boutique, Evolve Salon & Spa, 7<sup>th</sup> Street Graphics, Hair Zone, Creative Threads

**Auto/Building Trades:** MOMS Jericho, Paul's Auto, Pete's Auto, A & A Auto, Alpine Machine, Cross Machine, Berlin City Chevrolet, Labonville's, Nucar, HEB Engineers, Kelley Trucking, Capone Iron, Cathedra Bitcoin

**Financial/Accounting:** Northeast Credit Union, Northway Bank



# SCIENCE

## 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 Integrated Science and the other Biology. 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 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 S.T.E.M.	Integrated Science S.T.E.M.	Integrated Science S.T.E.M.	Integrated Science S.T.E.M.	Integrated Science S.T.E.M.	Integrated Science S.T.E.M.	Integrated Science S.T.E.M.
<b>Gr 10</b>	Biology Pre-AP	A.P. Computer Science Principles*	Chemistry	Biology Pre-AP (preferred) Or Biology Level 2	S.T.E.M. Tech And/Or S.T.E.M. Entrepreneur		Biology Level 2 Or Biology Level 3  S.T.E.M. Tech or S.T.E.M. Entrepreneur
<b>Gr 11</b>	R.S. Anatomy & Physiology	A.P. Computer Science Principles*	R.S. or 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>	R.S. Biology	A.P. Computer Science Principles*	R.S. or A.P. Chemistry And/Or Physics Honors**	Optional: Forensic Science, Chemistry in the Kitchen		R.S. Chemistry or Chemistry  Physics Honors	Career & Technical Education Program at B.H.S. (2-yr)  S.T.E.M. Tech or S.T.E.M. Entrepreneur

\*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	9				1.0
Biology		10			1.0
Chemistry		10	11	12	1.0
R.S. Chemistry			11	12	1.0
A.P. Chemistry/R.S. Chemistry			11	12	2.0
Physics Honors			11	12	1.0
R.S. Anatomy & Physiology I		10	11	12	1.0
A.P. Biology/R.S. Biology			11	12	2.0
Introduction to Forensic Science		10	11	12	0.5
Aquatic Biology		10	11	12	0.5
Human Nutrition		10	11	12	0.5
Human Biology		10	11	12	0.5

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

**Integrated Science**

Required  
Grade 9  
1.0 credit  
18 weeks

Prerequisites: None

Integrated Science A builds on the middle school ideas & skills, allowing students to explain more in-depth phenomena central not only to physics and 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 wave patterns, electromagnetism, structure and matter, energy transfer and their application to a number of earth systems.

**CCP**

Learning Expectations: 1.1, 1.2, 2.3, 3.1  
Homogeneous Grouping

**Biology**

Required  
Grade 10  
1.0 credit  
18 weeks

Prerequisites: See below

**CCP**

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 2 Biology (Prerequisite: minimum 80 or higher in Integrated Science and teacher recommendation); Level 3 Biology. This course satisfies the requirement of a lab-based Science course for N.H. Scholars.

**Chemistry**

Grades 10-12

1.0 credit

18 weeks

Prerequisites: Integrated Science, Math 1

**CCP**

Learning Expectations: 1.1, 1.2, 2.2, 3.1

Homogeneous Grouping

Chemistry explores the structure and interactions of matter and energy 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. This course satisfies the requirement of a lab-based Science course for N.H. Scholars.

**Advanced Placement Chemistry**  
**Running Start option available**

Grades 11-12

2.0 credits

36 weeks

Prerequisites: Integrated Science, Biology, Chemistry, Math 3 (all with at least an 80% or higher)

**AP**

Learning Expectations: 1.1, 1.2, 2.2, 3.1

Homogeneous Grouping

AP 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. At least 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.

AP Chemistry has a corresponding exam that participating schools worldwide administer in May. The Chemistry AP exam represents the culmination of the AP Chemistry Course, and is thus an integral part of the program. Students will be expected to sit for the AP Chemistry exam in May for college credit.

**Physics Honors**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: Precalculus or co-requisite Precalculus

**H**

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. This course satisfies the requirement of a lab-based Science course for N.H. Scholars.

## **Running Start**

### **Anatomy & Physiology I**

Grades 10-12

1.0 credit

18 weeks

Prerequisites: Integrated Science, Biology Level 1, 80 or higher in Biology or teacher recommendation

### **DE**

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. This course satisfies the requirement of a lab-based Science course for N.H. Scholars.

### **Advanced Placement Biology** **Running Start option available**

Grades 11-12

2.0 credits

36 weeks

Prerequisites: Integrated Science, Biology Level 1, Chemistry, and Anatomy & Physiology I is highly recommended. It is highly recommended that B.H.S. students take Biotechnology.

### **AP**

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. This course satisfies the requirement of a lab-based Science course for N.H. Scholars.

### **Introduction to Forensic Science**

### **CCP**

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.

### **Aquatic Biology**

Grades 10-12  
0.5 credit  
9 weeks  
Prerequisites: Biology

### **CCP**

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.

### **Introduction to Human Nutrition**

Grades: 10-12  
0.5 credit  
Prerequisites: Biology

### **CCP**

Learning Expectations: 1.1, 1.2, 2.3, 3.1  
Heterogeneous Grouping

This nutrition course will first introduce you to the basics of human nutrition and cover important topics such as fundamental nutrients in food that are essential for our health. It will begin by reviewing the various classes of nutrients such as carbohydrates in the diet, as well as dietary fiber. Next, the course will cover essential amino acids, and the roles of macronutrients, units of energy and components of energy requirements. Also covered are the basal metabolic rate (BMR), energy balance, and benefits as well as dietary sources of vitamins and minerals.

### **Human Biology**

Grades 10-12  
0.5 credit  
Prerequisites: Biology

### **CCP**

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.

### **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.

### **CCP**

Learning Expectations: 1.2, 1.3, 2.2, 3.1  
Heterogeneous Grouping

Students participate directly 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

**CCP**

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. ideas.

Halloween fun with Science



STEM



Egg Drop



Forestry Day 2022



# SCIENCE TECHNOLOGY ENGINEERING MATH (S.T.E.M.)

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**Instructor:**  
**Shannon Wydra**

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

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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  
18 weeks  
Prerequisites: None

## **CCP**

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.

## **CCP**

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.

**CCP**

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.

**AP**

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

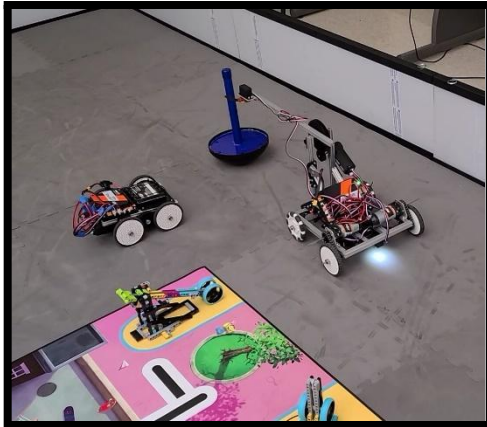
that can be applied across a variety of projects and languages. You will create programs, translating human intention into computational artifacts.

**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 concerns, such as cybersecurity.

**Big Idea 7:**

work, live, with many will analyze benefits effects of number of



**Global Impact**

Computation has changed the way people think, and play. In this course, you'll become familiar ways in which computing enables innovation. You



the potential and harmful computing in a contexts.



# SOCIAL STUDIES



**Instructors:**  
**Peter Gagnon**  
**TBD**

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.

Effective for students graduating in 2024, the district will also administer the 128 question Civics (history and government) Naturalization Examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

## 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 Economics Civics & N.H.	World History Level 1 Economics Civics & N.H.	World History Level 2 or higher	World History Level 3 or higher
<b>Gr. 10</b>			Economics Civics & N.H.	Economics Civics & N.H.
<b>Gr. 11</b>	R.S. 20 <sup>th</sup> Century R.S. Electives	R.S. 20 <sup>th</sup> Century R.S. Electives	R.S. 20 <sup>th</sup> Century R.S. Electives	U.S. History Level 2 or higher
<b>Gr. 12</b>	R.S. 20 <sup>th</sup> Century R.S. Electives	R.S. Electives	R.S. Electives	Electives

Social Studies course offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
World History	9				1.0
Economics	9	10	11	12	0.5
Civics & N.H.	9	10	11	12	0.5
R.S. 20 <sup>th</sup> Century			11	12	1.0
U.S. History Level 2			11	12	1.0
R.S. Psychology			11	12	1.0
R.S. Sociology			11	12	1.0
You & The Law			11	12	0.5
R.S. Critical Thinking			11	12	0.5
U.S. History Through Film & Media			11	12	1.0
A.P. U.S. History			11	12	2.0

**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

**CCP**

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. This course satisfies the requirement of a Social Studies course for N.H. Scholars.

**Economics**

Required  
Grades 9-12  
0.5 credit  
9 weeks  
Prerequisites: None

**CCP**

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. This course satisfies the requirement of a lab-based Science course for N.H. Scholars.

**Civics & N.H.**

Required  
Grades 9-12  
0.5 credit  
9 weeks  
Prerequisite: None

**CCP**

Learning Expectations: 1.1, 1.3, 2.1, 3.2  
Heterogeneous Grouping

Civics and New Hampshire fulfills the requirements for high school civics, with an added emphasis on New Hampshire. Since an informed and active citizenry is the bedrock of our democratic process and essential to the functioning of our republic, this is a required course. The course includes the

study of federal, state and local governments with specific emphasis on the United States Constitution and the New Hampshire Constitution. Further, the functions of the separate branches of government are explored, with attention on the Bill of Rights and the rights and the responsibilities of citizens. The primary goal of the course is to create engaged and informed citizens through knowledge of, and participation in our school community and our local and state governments. This course satisfies the requirement of a lab-based Science course for N.H. Scholars.

### **Running Start 20<sup>th</sup> Century**

### **DE**

Will satisfy U.S. History graduation requirement

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.

### **U.S. History Level 2**

### **CCP**

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. This course satisfies the requirement of a lab-based Science course for N.H. Scholars.

### **Running Start Psychology**

### **DE**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: 80 average in preceding social studies class or teacher recommendation

Learning Expectations: 1.2, 2.1, 2.3, 3.1

Heterogeneous Grouping

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 Sociology**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: 80 average in preceding social studies class or teacher recommendation

### **DE**

Learning Expectations: 1.2, 2.1, 2.3, 3.2

Heterogeneous Grouping

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.

### **You & The Law**

Grades 11-12

0.5 credit

9 weeks

Prerequisites: None

### **CCP**

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

You & The Law will explore the basic elements of United States' society and how people interact with the law from a practical standpoint. Students will learn how to be actively engaged citizens in their communities through the skills and knowledge of local, regional, state and federal government. Exploration of legal obligations, responsibilities, and citizen rights will allow students to discover why rules and laws exist.

Students will investigate the services and resources offered to citizens through electronic government resources. The course will stress a collaborative approach with the community and government, encouraging students to communicate with officials especially on the local level. Students will gain an understanding of the roles government officials play in their communities by interaction and knowledge of the system.

### **Running Start Critical Thinking**

Grades 11-12

0.5 credit

9 weeks

Prerequisites: 80 average in preceding social studies class or teacher recommendation

### **DE**

Learning Expectations: 1.2, 2.1, 2.3, 3.1

Heterogeneous Grouping

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.

**U.S. History Through Film and Media**

Grades 11-12

1.0 credit

18 weeks

Prerequisites: Completed U.S. History or currently enrolled in U.S. History

**CCP**

Learning Expectations: 1.1, 1.2, 2.1, 3.1

Heterogeneous Grouping

This elective course studies selected time periods and events of American and United States history beginning with Jamestown through the present day. Study is chronological with a focus on specific historical events as portrayed through film, music and other forms of media. Interpretation of significant events and people portrayed in film or media are evaluated based on historical accuracy. An inquiry into historic trends and themes specific to each period form the basis for evaluating bias in the film or selected media. Students engage in critical analysis of movies and other media for historic accuracy and bias while also critiquing the quality of the media created for public access.

**Advanced Placement U.S. History**

Grades 11-12

2.0 Credits

36 Weeks

Prerequisites: 80 average in preceding social studies class or teacher recommendation

**AP**

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. This course satisfies the requirement of a Social Studies course for N.H. Scholars.

# SPECIAL EDUCATION



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**Instructor:**  
**Chasity Murphy**  
**Steven Rodgers**  
**Paraprofessionals**

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It is the mission of the Special Education Department, in collaboration with families and community, to provide a continuum of services, offering students with disabilities the opportunity to actively participate in the learning environment. 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.

The Special Education Department is committed to supporting the delivery of services indicated in the Individualized Education Plan (I.E.P.) with an emphasis on increasing opportunities for students with disabilities to learn and grow with their non-disabled peers. The special education team addresses the unique needs of these students through a variety of team-designed programs and settings.

## **Services for Students Identified with a Disability**

Services, modifications, and accommodations are provided to identified students to meet the needs indicated in the students' I.E.P. Specialized instruction is provided to meet the students' I.E.P. goals and to develop executive functioning skills in the areas of test-taking, study skills, organization, planning, and self-advocacy. Related Services in the areas of speech/language therapy, occupational and physical therapies, and counseling are available. Special Education teachers and staff also provide consultation services and support to the teaching staff.

## **504 Program**

The section 504 Program is dedicated to delivering accommodations to students who qualify for protection under section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act. Accommodations are individualized to each qualifying student to ensure that despite his/her major life impacting disability, free and appropriate education is accessible.

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.

Special Education offerings by grade:

Course	Gr 9	Gr 10	Gr 11	Gr 12	Credit
Study Skills	9	10			0.5
Career Development Seminar			11	12	0.5
Work-Based Learning Experience			11	12	0.5
Senior Year Transition				12	0.5

**Study Skills**

Grades 9-10

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

The main objective in this course is to provide a structured setting in which students can work on organization, academic performance, and self-advocacy. The following topics will be covered this year in the Study Skills course:

- Understanding your strengths and weaknesses and how to advocate for yourself
- Learning styles
- Organization skills – strategies
- Time management strategies
- Note-taking skills
- Following directions
- Listening skills and strategies
- Memory devices
- Test taking skills

**Career Development Seminar**

Grades 11-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

The Career Development Seminar will prepare students to:

- Research career options
- Increase workplace readiness skills proficiency
- Recognize that personal growth and change are integral parts of career development
- Analyze workplace issues
- Develop problem-solving strategies
- Apply financial literacy skills to life management
- Assess personal and professional goals
- Learn how to meet employer’s expectations
- Use interpersonal skills on the job
- Communicate effectively in the workplace

- Demonstrate proficiency in job-seeking, finding and keeping skills such as completing a job search, writing a resume, obtaining references, practicing interview skills and follow-up techniques.

### **Work-Based Learning Experience**

Grades 11-12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

The Work-Based Learning plan must identify the appropriate competencies, duties, and tasks in academic, technical and work readiness areas that apply directly to the student's goals for a specific work-site placement. The teacher is responsible for monitoring student placements, documenting student progress and accounting for student completion of their plan and portfolio. The student's portfolio will document proficiency in workplace readiness skills as indicated in the student Work-Based Learning plan. A copy of the employer(s) assessment will be included in the grading of the student. All aspects of the plan must be successfully completed in order for students to receive credit.

### **Senior Year Transition**

Grade 12

0.5 credit

9 weeks

Prerequisites: None

Learning Expectations: 1.1, 2.1, 2.3, 3.1

Heterogeneous Grouping

This course provides for individual instruction to meet social, behavioral or transitioning needs. This class will focus on the social and behavioral skills. Our students need to be successful at school and beyond. They will learn strategies needed to be more productive and successful in high school and as they transition into a job or college. Our goal is to provide examples on how to be ready for what lies ahead after high school. Students will learn what strengths and areas of improvement they possess and how to self-advocate. They will work on the college application, job application process and will work on their Capstone Project Experience.

# 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

**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

## **CCP**

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. This course satisfies the requirement of a Modern Language course for N.H. Scholars.

**French II**

Grades 10-11 (12)

1.0 credit

18 weeks

Prerequisites: Demonstrated progress and proficiency in French I

**CCP**

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. This course satisfies the requirement of a lab-based Science course for N.H. Scholars.

**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.

**DE**

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. This course satisfies the requirement of a Modern Language course for N.H. Scholars.

**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.

**DE**

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. This course satisfies the requirement of a Modern Language course for N.H. Scholars.

**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

**CCP**

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

**CCP**

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.

**The Ultimate Verb "Turkey" Contest 2021**



# COURSES OFFERED BETWEEN G.H.S. AND B.H.S.

In our efforts to work cooperatively and utilize existing resources, we are pleased to be able to offer students at both G.H.S. and B.H.S. the opportunity to take classes at our respective schools as scheduling allows. Listed below are the list of courses that will be offered and taught at the respective campuses. We are excited to be able to expand our course offerings and encourage students to look closely at these courses that they may not have a chance to take otherwise.

Courses offered at GORHAM	Courses offered at BERLIN
A.P. or R.S. Biology	A.P. Psychology
A.P. or R.S. Chemistry	A.P. English Composition
A.P. Calculus AB	A.P. Statistics
A.P. U.S. History or R.S. 20 <sup>th</sup> Century	R.S. TAC Math
R.S. French III	Physics A and B

## **Berlin High School Course Descriptions**

### **A.P. PSYCHOLOGY**

Honors Level

12

Year Long

1 Credit

Prerequisite: None

Academic Expectations Met: Read, Write, Speak, Apply Technology

Advanced Placement Psychology is an elective course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of psychology. They also learn about the ethics and methods psychologists use in scientific study and practice. This course is approved by the College Board's Advanced Placement Program and strictly adheres to established expectations. Topics addressed range from the history of psychology through contemporary practice. Students will focus intensely on textbook and supplemental readings.

The A.P. Psychology exam is administered annually in the month of May. Students may opt to take the A.P. examination to validate their academic experience and to receive college credit. The A.P. Psychology examination is designed, administered, and graded by the College Board.

**Note: Gorham High School students are required to take the A.P. exam.**

### **A.P. ENGLISH LANGUAGE AND COMPOSITION**

Honors Level

11

Semester

1 Credit

Prerequisites: English 10 and summer reading

Academic Expectations Met: Read, Write, Speak, Solve Problems, Apply Technology

This is an intensive writing and literature course designed to give hard working students a college level learning experience. This course is approved by the College Board's Advanced Placement Program and strictly adheres to established expectations. Students taking the course will be

encouraged to take the appropriate A.P. exam in May. (College credit may be available for this course. For more information, contact the instructor).

The reading and writing requirements of the course are rigorous, and class discussion is used as a primary vehicle for learning and exploration of the material. There will be a summer reading component that students must complete prior to the course. Failure to complete the summer reading component will result in removal from the class and the student will be placed into a section of American Literature.

**Note: Gorham High School students are required to take the A.P. exam.**

### **A.P. STATISTICS**

Honors Level

Semester

1 Credit

Prerequisite: Algebra II

Academic Expectations Met: Read, Write, Speak, Apply Technology, Solve Problems

The purpose of the A.P. course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

(College credit may be available for this course. For more information, contact the instructor.)

**Note: Gorham High School students are required to take the A.P. exam.**

### **TOPICS IN APPLIED COLLEGE MATH (TAC MATH)**

B Level

Semester

1 Credit

Prerequisites: Geometry and Algebra II

Academic Expectations Met: Read, Write, Speak, Apply Technology, Solve Problems

This course is intended for seniors who plan to attend the Community College System of N.H. or the military. The course covers a variety of topics which will provide a foundation for further courses in mathematics as well as other academic areas. Topics covered include set theory, logic, algebra, linear equalities and inequalities, the metric system, finance, and probability. It is necessary for success in this course to participate in homework activities. (College credit is available for this course through the Running Start program. For more information, contact the instructor.)

### **PHYSICS A**

A Level

11, 12

Semester

1 Credit

Prerequisites: 85+ in Bio A, Geometry, and Algebra II

Recommendations: 85+ in Chemistry A and Pre-Calculus (or Calculus taken concurrently is highly recommended)

Academic Expectations Met: Read, Write, Speak, Apply Technology, Solve Problems

Physics A is designed for students who want to pursue a career in engineering, mathematics, or the advanced medical field. This class is a rigorous, problem solving course that encourages students to

analyze situations and rely on their own logic and strong math skills. It is closely linked with trigonometry, geometry and algebra. Physics includes the study of mechanics and motion including velocity, acceleration, force, energy, and momentum. Other topics such as heat, sound, electricity and magnetism are covered if time permits. Instructor's written permission is required for students who wish to take this course if they were not recommended by the Chemistry instructor. (This course satisfies a math-related course or the requirement of a lab-based science for N.H. Scholars.)

## **PHYSICS B**

B Level

11, 12

1 Credit

Prerequisites: 75+ in Bio A or B, Geometry, and Algebra II

Recommendations: 75+ in Chemistry A or B and Pre-Calculus

Academic Expectations Met: Read, Write, Speak, Apply Technology, Solve Problems

This rigorous course is intended for students who might find the mathematics and pace of Physics A too demanding. The course covers the same topics as Physics A (read course description), but at a slightly slower pace. The B-level class is very math-intensive, but less complex. Instructor's written permission is required for students who wish to take this course if they were not recommended by the Chemistry instructor. (This course satisfies a math-related course or the requirement of a lab-based science for N.H. Scholars.)



# 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 School Counselor 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**

### **Automotive 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. (This course satisfies a math-related graduation requirement.)

### **Automotive Technology 12**

Grade 12  
2.0 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.*) (This course satisfies a math-related graduation requirement.)

### **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. (This course satisfies a math-related graduation requirement.)

### **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. (*College credit may be available for this course.*) (This course satisfies a math-related graduation requirement.)

### **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.

## **ENGINEERING DESIGN**

### **Engineering Design 11**

Grades 10-12  
1.0 credit  
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.*) (This course satisfies a math-related graduation requirement or a lab-based science for N.H. Scholars.)

### **Engineering Design 12**

Grades 11-12

1.0 credits

18 weeks

Prerequisite: Engineering Design 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. *(College credit may be available for this course.)* (This course satisfies a math-related graduation requirement or a lab-based science for N.H. Scholars.)

## **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 B.M.H.S. 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.

These courses satisfy the requirement of a Mathematics course for N.H. Scholars.

### **Introduction to Engineering & Design**

Grades 10-11

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.*) (This course satisfies a math-related graduation requirement or a lab-based science for N.H. Scholars.)

### **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.*) (This course satisfies a math-related graduation requirement or a lab-based science for N.H. Scholars.)

### **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 & Design

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. (*College credit may be available for this course.*) (This course satisfies a math-related graduation requirement or a lab-based science for N.H. Scholars.)

### **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. (*College credit may be available for this course.*) (This course satisfies a lab-based science for N.H. Scholars.)

## **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. Students need to pass HST 1 with a 70 or better in order to move onto HST 2. Students who miss a significant amount of school and/or have not met HST 1 competencies - cannot progress to HST 2.

### **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. Students need to be passing HST 2 with a 70 or better in order to complete the Nursing Assistant part of the course. Students who miss a significant amount of school and/or have not met HST 2 competencies cannot participate in obtaining their Nursing Assistant license. (College credit may be available for this course.)

### **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 and current Flu vaccine must also be submitted. Students who have not met the 60 hour minimum of clinical time are not eligible to take their LNA test as mandated by the NH Board of Nursing. Students will need to complete and pass a Criminal Background check before coming into contact with patients.

## **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. (This course satisfies a math-related graduation requirement.)

### **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.*) (This course satisfies a math-related graduation requirement.)

### **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.*) (This course satisfies a math-related graduation requirement.)

### **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.