

Thursday, March 14, 2019



## Revised AGENDA

- I. **CALL TO ORDER - 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** (*Limited to 3 minutes. The Board may ask clarifying questions, otherwise no feedback will be provided.*)
- IV. **CONSENT AGENDA**
  - A. Meeting Minutes of February 14, 2019
- V. **SPECIAL PRESENTATIONS** (*All times are approximate.*)
  - A. **9:15 AM** – **2019 Teacher of the Year and Finalists** ~ LORI KINCAID, NHDOE, New Hampshire Teacher of the Year Coordinator
- VI. **REPORTS, NEW BUSINESS and/or DEPARTMENT UPDATE** (*All times are approximate.*)
  - A. **9:45 AM** – Windham Woods School (WWS) Nonpublic School Approval ~ RYAN DeJOY, WWS, Head of School
  - B. **10:15 AM** – **iPlatform** ~ CAITLIN DAVIS, Director, Division of Education Analytics and Resources and DINA RABUCK, Technical Support Specialist, Bureau of Educational Statistics-Data Management & Quality
  - C. **10:45 AM** – **Perkins V: Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act** ~ JEFF BEARD, Education Consultant, Bureau of Career Development
  - D. **11:15 AM** – Charter Extension Request for Gate City Charter School for the Arts Renewal ~ JANE WATERHOUSE, NHDOE, Charter School Administrator
- VII. **LEGISLATIVE UPDATES** ~ AMANDA PHELPS, NHDOE, Rules Administrator
  - A. **11:30 AM** – Final Proposal ~ School Year: Amend Ed 306.18 (c) to Address High School Graduation Date
  - B. **11:45 AM** – Final Proposal ~ Code of Conduct Requirement (Ed 505.08 and Ed 610.01)
  - C. **12:00 PM** – Request to move Custodian of Records (Ed 502.03) Public Hearing to April 11, 2019
  - D. **12:15 PM** – Update/clarification on non-public schools exemption from federal laws question from February's meeting
- VIII. **OPEN BOARD DISCUSSIONS**
  - A. **12:30 PM** - Learn Everywhere (Ed 1400) Discussion

IX. OLD BUSINESS

X. NONPUBLIC SESSION

XI. ADJOURNMENT – 2:00 PM

*If accommodations are needed for communication access such as interpreters, please call (603) 271-3144 at least 5 business days before the scheduled event. We request 5 business days' notice so that we may coordinate interpreters' schedules. Although we will attempt to accommodate any requests made, we cannot guarantee the presence of the service. Thank you for your cooperation.*

New Hampshire  
**State Board of Education**  
Department of Education  
Londergan Hall, Room 100F  
101 Pleasant Street  
Concord, NH 03301  
Minutes of the February 14, 2019 Meeting

**AGENDA ITEM I. CALL TO ORDER**

The regular meeting of the State Board of Education was convened at 9:35 AM at the State Department of Education, 101 Pleasant Street, Concord, NH. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy C. Chagnon, Drew Cline, Helen Honorow, Sally Griffin, Ann Lane and Phil Nazzaro. Christine Brennan, Deputy Commissioner of Education, and Frank Edelblut, Commissioner of Education, were also present.

**AGENDA ITEM II. PLEDGE OF ALLEGIANCE**

Cindy Chagnon led the pledge of allegiance.

**AGENDA ITEM III. PUBLIC COMMENT**

The following individuals provided testimony to the State Board in support of The Founders Academy Public Charter School (TFA) charter extension and renewal:

- Leah DiPietro, Manchester, NH (*submitted written testimony*)
- Susan Lawton, Manchester, NH (*submitted written testimony*)
- Jessica Bell, Manchester, NH (*submitted written testimony*)
- Kristy Ouellette, Merrimack, NH (*submitted written testimony*)
- Jonathan Lawton, Manchester, NH (*submitted written testimony*)
- Michael Lawton, Manchester, NH (*submitted written testimony*)
- Jane Cormier, Manchester, NH (*did not speak; however, submitted written testimony*)
- Jennifer Nelson, Amherst, NH (*submitted written testimony*)

Jon DiPietro, Manchester, NH – Mr. DiPietro provided testimony to the State Board and does not want The Founders Academy Public Charter School's charter revoked. He does, however, support them developing a remedial plan.

Patrice Benard, Manchester, NH (*submitted written testimony*) – Ms. Benard stated that TFA has not met the standards and goals set forth in their charter. She requested the State Board to vote no on the charter extension and asked that the charter be revoked.

Victoria Sullivan, Manchester, NH (*submitted written testimony*) – Ms. Sullivan stated that TFA has not been directly accountable to parents. TFA's Board had no intention of changing course or accepting responsibility when parents questioned its actions. She requests that the State Board extend TFA's charter until a hearing date is scheduled to address charter violations and that a remedial plan is put in place.

Buddy Sullivan, Manchester, NH (*submitted written testimony*) – Mr. Sullivan spoke to the State Board about his experience as a student at TFA and his disappointment with the lack of leadership qualities in its leaders. He spoke about having to make new friends each year because so many were leaving, some even in the middle of the school year. He spoke about his frustration with having to have newly trained teachers each year because they too, were leaving. He and his family are actively looking for a new high school.

Doris Hohensee, Nashua, NH (*submitted written testimony*) - Ms. Hohensee raised concerns about the Nashua School Board and the student election process.

Moiria Ryan, NH Autism Advocates - Ms. Ryan described an old due process case for special education where the school district argued that autism causes dysgraphia and dyslexia, denying a parent's request for special learning disability services for dyslexia. The decision was upheld despite physician

testimony refuting that autism causes dyslexia. Ms. Ryan asked the criteria for Specialist in Assessment of Intellectual Functioning (SAIF) be reviewed, as learning disabilities have expanded in society. She also submitted written testimony for someone not able to attend today's meeting.

#### **AGENDA ITEM IV. CONSENT AGENDA**

A. Meeting Minutes of January 10, 2019

B. Amend Lisbon and Lyman's Articles of Agreement

MOTION: Phil Nazzaro made a motion, seconded by Kate Cassady, to approve the minutes of January 10, 2019, as amended and to accept the amended Lisbon and Lyman Articles of Agreement.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

#### **AGENDA ITEM V. PUBLIC HEARINGS**

A. Learn Everywhere Program for Alternative Programs for High School Graduation Credit (Ed 1400)

Chairman Cline opened the Public Hearing at 9:30 AM.

The following individuals provided oral testimony to the State Board and were encouraged to also submit written testimony:

- Sahith Kaki, Student (*submitted written testimony*)
- Ian McCabe, Student (*submitted written testimony*)
- Beth White, Big Picture Learning (*submitted written testimony*)
- Michael Bessett, SAU 65, Kearsarge (*submitted written testimony*)
- Joy Gobin, Lebanon High School (*submitted written testimony*)
- Bonnie Robinson, Director, Curriculum Instruction and Assessment, Lebanon High School, SAU 88 (*submitted written testimony*)
- Diane Murphy, Founding Director, Big Fish Learning Community
- Janet Ward, League of Women Voters (*submitted written testimony*)
- Jane Bergeron, Director, New Hampshire Association of Special Education Administrators (*submitted written testimony*)
- Patricia Mellor, Girl Scouts of the Green and White Mountains (*submitted written testimony*)
- Dean Cascadden, SAU 67 Superintendent and Brian O'Connell, Bow HS Principal (*submitted written testimony*)

- Megan Tuttle, National Education Association (NEA) - NH (*submitted written testimony*)
- Donna Couture, Winnacunnet High School (*submitted written testimony*)
- Susanne Filipone, Oyster River High School (ORHS) Principal and Sean Peschel, ORHS, Educational Learning Opportunities (ELO) Coordinator
- Bonnie Dunham, Merrimack, NH (*submitted written testimony*)
- John Freeman, SAU 50 Superintendent , Pittsfield School District
- Jon DiPietro, Manchester, NH
- Esther Asbell, SAU 16 Associate Superintendent, Exeter
- Moria Ryan, SAC Committee
- Frank Grossman, FIRST Robotics
- Maureen Redman-Scura, Concord (*submitted written testimony*)
- Stacey Kallelis, Salem High School
- Tracy Lollyer, Salem High School
- Lexi Ouellette, Salem High School
- Marisa Hamman, Salem High School
- Jeanne Gerulskis, McAuliffe-Shepard Discovery Center
- Mary Wilke, Concord (*submitted written testimony*)
- Nicole Heimark and Barrett Christina, NH School Boards Association (NHSBA)
- Fred Bramante, National Center for Competency-Based Learning

- Esther Kennedy, SAU 73
- Louise Spencer, Concord (*submitted written testimony*)
- Doris Hohensee, Nashua (*submitted written testimony*)

Chairman Cline closed the Public Hearing at 11:50 AM.

B. School Year (Ed 306.18)

Chairman Cline opened the Public Hearing at 10:00 AM and closed it at 10:42 AM with no public commentary.

**AGENDA ITEM VI. SPECIAL PRESENTATIONS**

A. Choose Love

Ms. Shannon Desilets, the Program Coordinator of Choose Love for New Hampshire introduced herself. Ms. Desilets explained that she provides post-trauma treatment and has been working with the families affected by the Sandy Hook School shooting. The Jesse Lewis Choose Love Enrichment Program is a social and emotional learning (SEL) program offered to schools for free and was started by Scarlett Lewis, the mother of Sandy Hook shooting victim Jesse Lewis.

Ms. Desilets then played video about the Choose Love program.

New Hampshire is the first state to commit to roll out [The Jesse Lewis Choose Love Enrichment Program](#) to all its schools. Ms. Desilets noted that members of Parliament in England have inquired about the program and want to tour New Hampshire to see the program in action and many other governors' offices have shown an interest.

A personal video message from Ms. Scarlett Lewis was then presented to the State Board. In the video message Ms. Lewis explains the benefits of the program and how it focuses on solutions to school issues that translate into society. It's an effective way to reduce bullying, substance abuse, incarceration, and even the divorce rate.

Choose Love also addresses post-traumatic growth (PTG), which is not well known. As of last week, 224 New Hampshire schools are using the program. Ms. Desilets explained the importance of external school safety measures; however, they do not get to the reasons why a student might want to harm another or him or herself. Since Sandy Hook there have been 239 school-related shootings.

A Choose Love video about issues children face today was presented.

In a May 2018 survey of the Choose Love program showed that 99% of educators saw an improvement in classroom climate and 66% saw an increase in academic performance since starting the program.

B. US Performance Academy Non-Public School Approval

Mr. Pete Smith, President, spoke on behalf of the US Performance Academy, an independent school for high-performance athletes. US Performance Academy is seeking to incorporate in New Hampshire and to set up various schools throughout the state to receive international students.

It was questioned if the school gives students attending online the ability to travel. Mr. Smith clarified that the curriculum is both blended and in person, and is designed to fit the needs of students missing incredible amounts of school due to the demands of their sport. Students are able to have enriching experiences by traveling for their sport while still attending school. He also noted a correction to 20 credits on the application and explained that they have rolling admissions with students starting throughout the school year.

MOTION: Cindy Chagnon made the motion, seconded by Phil Nazzaro to approve the US Performance Academy Non-Public School.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

C. Vista Learning Center Non-Public School Approval

Judy Koch, Executive Director for Regional Services and Education Center (RSEC), described their various special education programs at RSEC Academy, Vista Learning Center, and the Sunrise Children's Center. She noted that they have already been approved by the NHDOE for special education programs.

Clarification was requested on why they were seeking non-public school approval. It was explained that they are currently considered a program and not a school. Receiving non-public school approval for the Vista Learning Center would identify it as a school and would separate it from the other programs within the agency. It would allow the special needs students the choice to receive their diploma from either the school district or from Vista. Also, the Vista Learning Center is housed in a separate building on the same campus as the Academy.

When asked if RSEC is involved with the local school districts, it was explained that RSEC is a regional program that helps school districts better understand special education needs of students and works with very closely school districts to move students back into their public schools.

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane to approve the Vista Learning Center Non-Public School.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

D. Gate City Charter School Charter (GCCS) Renewal

This presentation was removed from today's agenda and will be placed on next month's agenda.

**AGENDA ITEM VII. REPORTS, NEW BUSINESS and/or DEPARTMENT UPDATE**

A. Charter Renewal Extension Request for Founders Academy

Jane Waterhouse, NHDOE, Charter School Administrator, indicated The Founders Academy Public Charter School's (TFA) current charter expires in early March 2019 and she is requesting that the State Board approve a 3-month extension.

Chairman Cline clarified the State Board is not considering revoking TFA's charter or closing the school, and any social media activity driving fear in the parents that the school is closing is untrue. He suggested that rather than continuing with incremental extensions, TFA be given an extension through the end of the 2019-2020 academic year, thereby reassuring the families and students of TFA that it will continue to operate during that time. The renewal process will continue and any action the State Board might take regarding the renewal would be separate. This is an extension of the current charter.

Helen Honorow supports the extension for the benefit of the students and believes that the State Board has the authority to take the actions that the statute provides and urges the school, who is free to take whatever actions they want, to refrain from publishing anything in their newsletter or on social media, that suggests any action on the part of the State Board of Education.

The State Board moved briefly into a non-meeting to meet with legal counsel for clarification on whether or not Ann Lane is able to vote on the charter extension motion or be recused.

After the non-meeting with legal counsel, Chairman Cline noted that the goal would be to present on the charter renewal at the March 2019 Board Meeting.

MOTION: Drew Cline made the motion, seconded by Cindy Chagnon to approve the extension of the current charter of The Founders Academy Public Charter School through the end of the 2019-2020 school year.

VOTE: The motion was approved by the State Board with board member Ann Lane recused and the Chairman abstaining.

B. Professional Standards Board Nomination of Mary Murphy for Qualified Lay Persons

MOTION: Cindy Chagnon made a motion, seconded by Phil Nazzaro to approve Mary Murphy for Qualified Lay Persons on the Professional Standards Board.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

**AGENDA ITEM VIII. LEGISLATIVE UPDATES**

A. Initial Proposal - Technology & Engineering Teacher (Ed 507.05)

Amanda Phelps, NHDOE, Rules Administrator outlined the changes to the rule.

MOTION: Ann Lane made a motion, seconded by Cindy Chagnon, that the State Board of Education approve Ed 507.05, Ed 612.31, and Ed 612.36 through Ed 612.39 relative to a technology and engineering teaching endorsement and its education and preparation program, as well as renumbering of other educator preparation program rules and hold a public hearing for these rules on April 11, 2019.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. Initial Proposal - Reading and Writing Program (Ed 612.02)

Ms. Phelps explained that this is an expired rule that did not get readopted when the corresponding ED 500 rule was revised, so it needs to go through the approval process.

MOTION: Cindy Chagnon made a motion, seconded by Sally Griffin, that the State Board of Education approve Ed 612.12, Reading and Writing Program, and hold a public hearing for this rule on April 11, 2019.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

C. Initial Proposal - Computer Science and Kindergarten Minimum Standards (Ed 206) NEW

Ms. Phelps explained that Computer Science and Kindergarten were placed in one proposal so that the rules only needed to be opened once. The kindergarten portion is revised based on the House Bill that specifically outlines the change to play-based kindergarten.

Clarification on the play-based kindergarten regulations was requested. Ms. Adams will email the board a hyperlink to the regulations.

MOTION: Cindy Chagnon made a motion, seconded by Ann Lane, that the State Board of Education approve Ed 306 various sections relative to a computer science education program and corresponding amendments to change information and communication technology and literacy, as well as move kindergarten curriculum standards and hold a public hearing for these rules on April 11, 2019.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

D. Conditional Approval Response - Non-Public School Approval (Ed 403.03, Ed 405.01, and Ed 407.01)

Ms. Phelps reviewed changes with the State Board.

She was asked if non-public schools are exempt from federal laws, such as Title IX. Ms. Phelps explained that the conditional approval could not be changed at this point and will obtain clarification on the federal laws question and bring findings to the next meeting.

MOTION: Phil Nazzaro made a motion, seconded by Ann Lane, that the State Board of Education approves the additional approval response for Ed 403.03, Ed 405.01, and Ed 407.01.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

E. Adopt ~ Non-Public School Approval (Ed 403.03, Ed 405.01, and Ed 407.01)

Ms. Phelps received approval from the Office of Legislative Services (OLS) for the State Board to move forward with the adoption of the non-public school rules.

MOTION: Ann Lane made a motion, seconded by Helen Honorow, that the State Board of Education approves Ed 403.03, Ed 405.01, and Ed 407.01 regarding non-public school approval.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

#### **AGENDA ITEM IX. OPEN BOARD DISCUSSIONS**

There was discussion regarding Learn Everywhere (LE) (Ed 1400) that included:

- Local control concerns.
- Clarifying the State Board's role in the review/approval process.
- Adding a metric to the rule to identify the minimum number of LE courses that could be accumulated toward graduation.
- Engaging content experts from the field, including ELO coordinators, to assist in the vetting of LE programs.
- The value of having options available to all students in the state.

- Field experts, and not educators teaching LE classes

Commissioner Edelblut spoke of next steps with the LE rules process that will include gathering all public commentary as well as today's conversation to make changes to the rules that will be presented to the State Board for review.

Chairman Cline followed up on concerns raised about Plymouth State University's (PSU) accreditation web posting and communication regarding their educator preparation programs. Ms. Adams will email the board members a link to PSU's educator preparation webpage.

#### **AGENDA ITEM X. OLD BUSINESS**

There was no old business.

#### **AGENDA ITEM XI. TABLED ITEMS**

##### **A. Initial Proposal - Technology & Engineering Teacher (Ed 507.05)**

MOTION: Phil Nazzaro made a motion, seconded by Ann Lane, to remove the Technology & Engineering Teacher (Ed 507.05) initial proposal from the table.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

**AGENDA ITEM XII. NONPUBLIC SESSION**

The State Board entered into nonpublic session at 3:15 PM and returned to public session at 3:48 PM.

MOTION: Cindy Chagnon made the motion, seconded by Phil Nazzaro to move into nonpublic session in accordance with RSA 91-A:3, II(I).

VOTE: The motion was approved by roll call vote at 3:15 PM by State Board of Education members, Sally Griffin, Ann Lane, Kate Cassidy, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

MOTION: Phil Nazzaro made the motion, seconded by Cindy Chagnon to leave nonpublic session and return to public session.

VOTE: The motion was approved by roll call vote at 3:48 PM by State Board of Education members, Sally Griffin, Ann Lane,

Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

MOTION: Phil Nazzaro made the following motion, seconded by Sally Griffin that the State Board of Education seal the minutes of the nonpublic session.

VOTE: The motion was approved by roll call vote by State Board of Education members, Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

The State Board entered into nonpublic session at 3:55 PM and returned to public session at 4:36 PM.

MOTION: Cindy Chagnon made the motion, seconded by Phil Nazzaro to move into nonpublic session in accordance with RSA 91-A:3, II(c).

VOTE: The motion was approved by roll call vote at 3:55 PM by State Board of Education members, Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

MOTION: Phil Nazzaro made the motion, seconded by Cindy Chagnon to leave nonpublic session and return to public session.

VOTE: The motion was approved by roll call vote at 4:36 PM by State Board of Education members, Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro that the State Board of Education seal the minutes of the nonpublic session.

VOTE: The motion was approved by roll call vote by State Board of Education members, Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

### **AGENDA ITEM XIII. ADJOURNMENT**

MOTION: Cindy Chagnon made the motion, seconded by Phil Nazzaro, to adjourn the meeting at 4:37 PM.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

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Secretary

DRAFT

Nonpublic School Initial Approval Application Review Form

School Name: Windham Woods School	Town: Windham
Address: 39 Roulston Rd.	Phone Number: 603-890-1222
Head of School: Ryan DeJoy	Email: <a href="mailto:info@windhamwoods.org">info@windhamwoods.org</a> Website: windhamwoods.org
Date Application Received: 10/15/18	Date of Anticipated Opening: 9/2019
Grade Levels Requested: 1-9	Expected first year enrollment: 40-60
Multi Grade Classes: Yes	Co-Educational: Yes
Boarding School: no	

Received	Required Documents	Date Received	Comments
X	Summer School/Programs	10/15/18	p.2
	School Calendar		
X	School Hours Survey	10/15/18	p.11
xx X	Fire and Life Safety Report	2/4/19	p.13,
X	Health Inspection Report	2/4/19	p.
X	Water/Waste Approval	10/15/18	P.15- 17
X	Zoning Approval	10/15/18	p.19
X	Board Members List	10/15/18	p.20
X	Staff List	10/15/18	p.21
X	Staff Resumes	10/15/18	p.21-27
X	Organizational Chart	10/15/18	p.28
X	Criminal Records Check	10/15/18	p.3
X	Professional Development Plan	10/15/18	p.29
X	First Year Budget	10/15/18	p.30-32
X	Secretary of State	10/15/18	p.34
X	Federal Tax Exemption	10/15/18	p.35
X	Authority to Sign Financial Documents Bonded	10/15/18	p.4
X	Audit of School Finances yearly	10/15/18	p.36
X	School Purpose/Objectives	10/15/18	p.38
X	Philosophy/Faith Based	10/15/18	p.38
X	Evaluation Procedures	10/15/18	p.37
X	School/Community Relationship	10/15/18	
X	Curriculum/Objectives for Each Grade	10/15/18	p.40- 133, gr. 9 p.179 -218
	Graduation Requirements	10/15/18	N/A
X	US-NH History, RSA 189:11	10/15/18	p. 4, Gr 3- 9
X	English Primary Language For Instruction	10/15/18	p.4
X	Programs offered: Art, Music Computer, PE, World Languages, CTE	10/15/18	p.4

## Nonpublic School Initial Approval Application Review Form

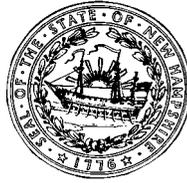
Received	Required Documents	Date Received	Comments
	Physical Education Credit on High School Transcript	10/15/18	N/A
X	Student Handbook	10/15/18	p.134- 178
X	Grievance Policy, including bullying	10/15/18	p. 156-158
X	Student Records Location Upon School Closing	10/15/18	p.167
X	Physicals, Immunization, RSA 141-C:20a	10/15/18	p.168-169
X	Services: Health, Transportation, Food , Library	10/15/18	p.170-171
X	Emergency Operations Plans, RSA 189:64	10/15/18	p.172, will develop
X	Automated External Defibrillation (AED) Registered, RSA 153-A:32	10/15/18	p.5
X	United States Flag Displayed, RSA 189:17	10/15/18	p.6
X	Accrediting Agency	10/15/18	p.173
X	Date of Visit by the Department of Education	2/20/19	
	Commissioner Recommendation to the State Board		
	Application Complete and Reviewed by DOE		
	Date of State Board Approval Meeting		



**WINDHAM WOODS**  
— **SCHOOL** —

39 Roulston Rd, Windham, NH 03087  
603•212•9586

**Nonpublic School Application**  
*Submitted to the New Hampshire Department of Education*



NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
 101 PLEASANT STREET  
 CONCORD, NEW HAMPSHIRE 03301-3860

**NONPUBLIC SCHOOL APPLICATION FOR INITIAL APPROVAL**

(Please Print)

Today's Date: \_\_\_\_\_

1. Name of School: Windham Woods School

2. Street Address: 39 Roulston Road, Windham, NH 03087

3. Mailing Address: Same as above.

4. Name/title of the director or the person authorized to represent the school: Ryan DeJoy

5. Telephone Number: (603) 890-1222 Fax Number: N/A

Email: info@windhamwoods.org Website: www.windhamwoodsschool.org

6. Approval is requested for Grade 1 to Grade 8 and Age 6 to Age 15.

Please provide the school's current number of students in the table below. \*\*

Include the number of infants and toddlers in the I-T column.

**NOTE: The NH Department of Education ONLY approves grades K-12 per RSA 186:6-a.**

GRADES	I-T	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Non Special Education Students																0
International Students																0
Special Education Students																0
Home Education Students																0
Total Number of Students																0

7. Will the school combine different grades in one classroom? YES x NO    

8. Will this school be co-educational? If not, which gender will be admitted? YES x NO    

9. Will this school provide room and board for students? YES     NO x

10. Will this school year offer summer school or summer programs? YES     NO x  
 If yes, please attach a full description.

\*\* - Please see attached pages for further answers and explanation to application questions.

## CALENDAR

11. Please complete and submit the attached School Schedule Survey.

## FACILITIES

12. Acceptable fire safety and health inspection reports for all school facilities used by students must be submitted before a school can receive an approved designation. (Please read the attached forms.) Please attach a list of all school buildings including the name (if any) and location (if offsite) of all school buildings. Please include modular buildings.
13. If the school facilities are **not** connected to the municipal water system, a letter of approval or exemption from the NH Division of Environmental Services (DES) must be submitted.
14. If the school facilities are **not** connected to the municipal wastewater system, submit proof that septic tank is pumped regularly.
15. The attached Zoning Verification form must be completed and submitted with this application.

## PERSONNEL

16. Does the school presently have a governing board? Yes If yes, please attach a list of all governing board members and their addresses. If no, please submit a list when board is complete.
17. Please attach a list of all staff and teachers and a brief resume or curriculum vitae for each to include: formal education, professional experience and special life experiences qualifying that staff member to carry out assigned responsibilities. If teachers and staff have not yet been hired, please submit this information before the start of classes.
18. If personnel have been hired, please attach an organizational chart or list with the names of staff, their titles and their supervisors.
19. Will you require criminal record checks for teachers and staff? (Highly Recommended) Yes
20. Please attach your plan to provide professional development opportunities to staff and teachers.

## FINANCES

21. Please submit a tentative first year budget indicating anticipated expenses, income and sources of income. Anticipated expenses shall include, but not be limited to: facility acquisition, maintenance and operations, insurance, salaries and benefits, equipment and supplies.
22. Will this school be incorporated in New Hampshire? Yes If yes, what is or what will be the name of the corporation? Windham Woods School, Inc.  
Is this school incorporated in another state? No If yes, which state? \_\_\_\_\_  
Please provide the school's current Certificate of Good Standing or other documentation showing that the school is currently registered with the NH Secretary of State's Office. (Information at <http://www.sos.nh.gov/corporate/index.html> or 271-3244.)

23. Will this school apply for federal tax exempt status? Yes If yes, submit proof of status when available.
24. Who will have the authority to sign payment checks and other financial documents for the school?  
Ryan DeJoy  
Will these people be bonded? This question is currently under consideration.
25. Will an independent audit of school finances be conducted each year? Yes; see attached.

**EDUCATIONAL PROGRAM**

26. Please submit the following information:
- a) The specific educational purpose(s) and objectives to be served by this school;
  - b) The philosophic or religious traditions influencing this school’s programs, if any;
  - c) The procedure to evaluate the achievement of school’s stated educational purpose(s) and objectives;
  - d) A description of the school’s planned procedure to evaluate and report students’ overall progress;
  - e) A description of the expected relationship between this school and the local community; and
  - f) The school’s curriculum or list of objectives for each grade or list of course descriptions for each grade.
27. If this school will include Grade 12, provide a list of the courses and credits needed to receive a high school diploma from this school.
28. In which grade(s) will this school provide instruction in the history, government and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county and state government? Grades 4-8  
(Per RSA 189:11, such instruction shall begin not later than the opening of the 8<sup>th</sup> grade and shall continue in high school as an identifiable component of a year's course in the history and government of the United States and New Hampshire.)
29. Will English be the primary language used in this school? (RSA 189:19) Yes
30. Which of the programs will be offered at this school?

<b>PROGRAMS OFFERED</b>	<b>YES</b>	<b>NO</b>
Art	x	
Computer Technology	x	
Music	x	
Physical Education Classes	x	
Vocational or Career Technical Education		x
World Languages		x

**OTHER**

- 31. Please submit a copy of the school’s student handbook or similar guidelines to be provided to students and parents.
- 32. Please submit a copy of the school’s grievance policy or procedures to address complaints concerning bullying, teacher misconduct and payment of tuition when a student leaves the school.
- 33. Will this school submit to the NH Department of Education on or before October 15<sup>th</sup> each year, the school’s average daily membership in attendance, fall enrollment and teacher staff numbers in accordance with RSA 189:28? Yes.
- 34. Please indicate:
  - 1) How the school will keep student records secure and safe; and
  - 2) Where student records will be stored if the school closes. \*\*

(We recommend records be sent to the local school administrative unit or the Department of Education.)

- 35. Will your school require students to be immunized prior to enrollment and maintain the results in the students’ records as required by RSA 141-C:20a? Yes \*\*
- 36. Please submit a brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 200:32, Physical Exam of Pupils, requiring a complete physical examination by a licensed physician, physician’s assistant or advanced practice registered nurse of each child upon entry into school for the first time. See attached.
- 37. Please submit a brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 189:10, Health Studies, requiring health and physical education be taught especially as they relate to the effects of alcohol and other drugs, child abuse, HIV/AIDS and STDs on the human system. See attached.
- 38. Please provide a brief description below for those services which will be provided. See attached.

<b>Services</b>
Nurse or other medical support:
Transportation services including to and from school, field trips and extracurricular activities:
Food Services:
Library:

- 39. Will your school develop an Emergency Response Plan as required by RSA 189:64 (attached)? Yes \*\*
- 40. If your school will have an Automated External Defibrillation (AED), it must be registered as required by RSA 153-A:32.  
The school will have an AED on campus and will ensure it is registered with the appropriate authorities.

41. Will your school display a United States flag no less than 5 feet in length outdoors as required by RSA 189:17? Yes

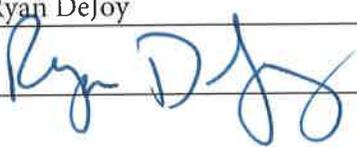
42. Is your school approved by any of these recognized agencies? \*\*

- a.  New England Association of Schools and Colleges (NEASC)
- b.  Association of Christian Schools International (ACSI)
- c.  American Association of Christian Schools (AACCS)
- d.  NH Department of Education Bureau of Special Education

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**“I verify the information submitted on this form and in other submitted documents is true and accurate.”**

Name of Principal or Authorized Representative (Print) Ryan DeJoy

Name of Director or Authorized Representative (Signature) 

Today's Date: 10-4-18

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**Please send the completed nonpublic school application and related documents to the:**

Division of Program Support  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301-3860

**New Hampshire laws and administrative rules, as well as contact information for various state departments, can be found at <http://www.nh.gov>.**

Please include this list with your Nonpublic School Application for Initial Approval and indicate if the following attachments have been submitted with the application.

QUESTION	ATTACHMENT	YES	NO	N/A	COMMENTS
#10	Summer School Description			x	
#11	Calendar/Schedule Form	x			
#12	Fire Safety Inspection Report	x			
#12	Health Inspection Form	x			
#12	List and Location of all School Buildings	x			
#13	NH DES Approval for water system	x			Water sample attached; NHDES letter forthcoming
#14	Proof of Septic Tank Pumping	x			
#15	Zoning Verification Form				
#16	Governing Board List	x			
#17	List of All Staff and Teachers	x			
#18	Organizational Chart	x			
#20	Professional Development Plan	x			
#21	Tentative First Year Budget	x			
#23	Proof of Federal Tax Exempt Status				Forthcoming
#22	Certificate of Good Standing	x			
#26	a. Educational Purpose b. Any philosophic or religious traditions c. Procedure to evaluate school progress d. Procedure to evaluate student progress e. Expected relationship with community	x			
#26f	The school's curriculum or objectives list	x			
#27	Graduation Requirements			x	
#31	Student Handbooks or Guidelines	x			
#32	School Grievance Policy	x			
#39	Emergency Response Plan	x			

## RSA 189:64 Emergency Response Plans

- I. Within 2 years of the effective date of this section, every public and nonpublic school shall develop a site-specific school emergency response plan which is based on and conforms to the Incident Command System and the National Incident Management System. The plan shall provide that at least 2 of the currently required number of fire evacuation drills shall be emergency response drills. The plan shall address hazards including but not limited to acts of violence, threats, earthquakes, floods, tornadoes, structural fire, wildfire, internal and external hazardous materials releases, medical emergencies, and any other hazard deemed necessary by school officials and local emergency authorities. The first emergency response drill shall be conducted within one year of the completion of the plan.
  
- II. The plan shall be coordinated with local emergency authorities and with the emergency operations plan in the municipality in which the school is located. A school shall review its plan at least annually, and shall update the plan, as necessary. The director of homeland security and emergency management, department of safety shall assist school districts in conducting training for and providing support to school districts in the development, implementation, and review of an emergency response plan, as may be needed.

**Source.** 2007, 92:1, eff. July 1, 2007

\*\*\*\*\*

**189:17 Flags; Penalty.** – The school board shall supply a United States and a New Hampshire state flag; the flags shall be made not less than 5 feet in length, with a flagstaff and appliances for displaying the same, for every schoolhouse in the district in which a public school is taught, at the expense of the district. They shall prescribe rules and regulations for the proper custody, care and display of these flags; the regulations shall require that wherever possible, the United States flag and the New Hampshire state flag shall be displayed on separate staffs of equal height. When the flags are displayed on the same staff, the United States flag shall be displayed above the New Hampshire flag. The regulations shall further require that such flags shall be displayed prominently outside of the schoolhouse. When they are otherwise displayed, the flags shall be placed conspicuously in the principal room of assembly of the schoolhouse. The governing board of every private school shall supply a United States flag, such flag to be made not less than 5 feet in length, with a flagstaff and appliances for displaying same. They shall make provisions similar to those required in the public schools for the display of said flag. Any members of a school board or the governing board who shall refuse or neglect to comply with the provisions of this section shall be guilty of a violation.

**Source.** 1903, 39:1. 1921, 85, II:9. 1925, 128:1. PL 117:15. RL 135:17. RSA 189:17. 1969, 104:4. 1971, 291:1. 1973, 531:45. 1977, 51:1, eff. June 13, 1977.

**#6 Current Number of Students**

The applicant listed “0” for each category, as the school has not yet begun accepting applications or admitting students.

**#11 School Schedule Survey**

Please see attached form.

**NH Department of Education  
Bureau of School Safety and Facility Management  
101 Pleasant Street  
Concord, NH 03301**

**Initial Nonpublic School Schedule Survey**

**School Year: 2019 to 2020  
(Please Print)**

1. School Name: Windham Woods School Inc.
2. School Address/Town: 39 Boulston Rd. Windham, NH
3. Which grades are offered at this school? Grades 1-8
4. Number of full days (6 hours or more) this school will be in session: ~~180~~ ~~168~~ 169
5. Number of partial days (less than 6 hours) this school will be in session: ~~2~~ 11
6. List the partial days to be scheduled, if any:  
9/3/19, 9/19/19, 10/3/19, 11/8/19, 11/27/19, 12/12/19, 2/6/20, 3/12/20, 5/14/20, 6/11/20, 6/16/20
7. List the vacation weeks and other holidays when school will not be in session:  
10/14/19, 11/11/19, 11/28 and 11/29/19, 12/23/19 - 1/1/20, 1/20/20, 2/17/20 - 2/21/20, 4/10/20, 4/20/20 - 4/24/20, 5/25/20, (3/20/18 PD Day)
8. First scheduled day of classes: 9/8/19 Last scheduled day of classes: 6/16/20
9. Last day of grade 12 classes, if applicable: —

10. On full days, what time will school start and end? How many minutes will students attend?

Kindergarten:	Start	<u>—</u>	End	<u>—</u>	Total Day Minutes:	<u>—</u>
Elementary Grades (1-6):	Start	<u>8:00</u>	End	<u>2:30</u>	Total Day Minutes:	<u>390</u>
Middle/Jr HS Grades (7-8):	Start	<u>8:00</u>	End	<u>2:30</u>	Total Day Minutes:	<u>390</u>
High School Grades (9-12):	Start	<u>—</u>	End	<u>—</u>	Total Day Minutes:	<u>—</u>

11. On full days, how many minutes will be allowed for lunch?

Elementary Grades: 30m. Middle/Junior HS Grades: 30m High School Grades: —

12. Will the school hold regular classes or meetings on weekends or during the evenings?  
If yes, please explain.

No —

## **#12 List and Location of All School Buildings**

Presently, the school is comprised of a single building: the Windham Woods School located at 39 Roulston Road, Windham, NH 03087

On July 24, 2018, Mike McGuire (building inspector), Dick Gregory (planning director/health officer), and Steve Brady (deputy fire chief) visited the campus and evaluated the school building. See attached letter dated July 27, 2018, from Steve Brady, the Deputy Fire Chief for the Town of Windham, documenting his satisfaction with the condition of the facilities for the Windham Woods School.

July 27, 2018

Mr Taffel  
Middle School Director  
Windham Woods School  
39 Roulston Rd  
Windham, NH 03087

Dear Mr Taffel :

Thank you for inviting the Fire Inspector, Health Officer, Building Official, and Planning Director to walk through your facility at 39 Roulston Rd on Tuesday July 24<sup>th</sup>, 2018. We look forward to collaboratively working with your team as the former QuarryBrook Education Center is developed into the Windham Woods School.

Overall the building is in excellent condition and with minor modification will meet the code requirements for education use. During our walk through there were no items found needing immediate correction in the current facility under its currently approved use. As you work towards a September 2019 opening we will conduct a full fire/life safety and health inspection as required after the modifications are complete. At this time the Community Development and Fire Departments believe there is no reason for your application not to move forward for approval with the New Hampshire Department of Education.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Brady". The signature is fluid and cursive, written in a dark ink on a white background.

Steve Brady  
Deputy Fire Chief

### **#13 NHDES Letter of Approval**

Corbin Kennedy of Granite State Analytical Services, LLC, provides water testing for the school on a regular basis. Please see the recent water sampling results from this company, which are included in this tab.

The school is in the process of obtaining the necessary correspondence from NHDES and will supplement this application with that information when it is available.



**GRANITE STATE ANALYTICAL SERVICES, LLC**  
 22 Manchester Road, Unit 2, Derry, NH 03038  
 Phone (800) 699-9920 (603) 432-3044 Fax (603) 434-4837  
<http://www.granitestateanalytical.com/>

DATE PRINTED: 06/27/2018  
 RECEIPT TEMP: ON ICE 18.2° CELSIUS  
 SAMPLING AGENT: Kennedy, Corbin  
 by GSA QCM App. I  
 SAMPLE CATEGORY: Routine Sample  
 SYSTEM NAME: Windham Woods School  
 SYSTEM TOWN: Windham  
 SAMPLE AGENT #: 603-432-3044

**DRINKING WATER BACTERIA REPORT**  
 BACTERIA RESULTS FOR THE MONTH OF June, 2018

Legend	
Passes	
Fails EPA Primary	
Fails EPA Secondary	
Fails State Guideline	
Attention	

LAB ID#: 1015 ANALYST: DR-NH  
 DATE & TIME RECEIVED: 06/26/2018 9:55AM  
 WATER SYS TYPE: Non-Transient, Non-Community  
 EPA ID #: 2547060  
 METHOD: SM 9223B TEST UNITS: P-A/100mL  
 MCL: No Limit MDL (RL): Absent

SAMPLE LOCATION	DATE/TIME COLLECTED	LABORATORY SAMPLE ID#	CLIENT JOB #	DATE & TIME ANALYZED	TOTAL COLIFORM *	Pass DQ /Fail	ECOLI *	Pass DQ /Fail
O-1 Kitchen Sink	06/26/2018 8:40AM	1806-03342-001		06/26/18 1:58PM	Absent		Absent	

The results presented in this report relate to the samples listed above in the condition in which they were received.  
 RL: "Reporting limit" means the lowest level of an analyte that can be accurately recovered from the matrix of interest.  
 Data Qualifier (DQ) Flags: None

\* NELAP Accredited Analysis



Donald A. D'Anjou, Ph. D.  
 Laboratory Director

This analysis meets NELAP requirements except as noted.  
 State Certifications: | NH 1015 | MA M-NH003 | ME NH00003 | RI 101513 | VT VT-101507 |  
 This certificate shall not be reproduced, except in full, without the written approval of Granite State Analytical Services, LLC  
 Windham Woods School

#### **#14 Septic Tank Documentation**

Attached is an invoice dated January 11, 2018, documenting the size of the septic tank and the service company's recommendation that it be pumped annually. The school intends to comply with this recommendation and plans to have the tank pumped and cleaned this fall.

2 hours Pump  
250 Tank Every  
Other Time.

# BORACZEK

SEPTIC & DRAIN SERVICE

• THE PROFESSIONAL EXPERTS IN THE SEPTIC & DRAIN INDUSTRY •

- PLEASE PAY FROM THIS BILL -

Customer Name: Quincy Benoit

Service Location: 39 Rowlston Rd

Phone: 603-212-9586

Contact: Marcy Yeager

Billing Address:

City: Windham Zip: 03087

Date of Service: 1-11-18

4 Hazel Drive  
Hampstead, NH 03841  
(603) 329-6005 • (978) 374-8803  
(978) 921-5353 • (978) 465-2121 • (603) 772-2759  
www.boraczekseptic.com

- RESIDENTIAL / COMMERCIAL
- SERVICING THE ENTIRE NORTH SHORE
- CERTIFIED TITLE V INSPECTORS
- SAME DAY EMERGENCY SERVICE

Nature of Service

Reg. Maint.     Emergency

Day     Night

Special Instructions

Per: \_\_\_\_\_

AM / PM

Completed

Incomplete / Reason: (1) 3000 main Tank

Schedule: (2) 250 settle tank

all costs to be paid

### Services Rendered

Vacuum Pumping

Septic Tank

Drywell

Leach Pit / Overflow

D-Box

Pump Chamber

Grease Trap

Catch Basin

Portable Toilet

Other

Qty: \_\_\_\_\_

Size: \_\_\_\_\_

Car Wash

Dump Charges

minimum 5 tons of sand  
\$ \_\_\_\_\_ /ton + 9% fuel  
surcharge. Any amount over  
5 tons will be billed.

Yearly Profile Fee \$ \_\_\_\_\_

Boraczek Charges

\$ \_\_\_\_\_ 4 hour minimum

\$ \_\_\_\_\_ 1 hour travel

Under 1000 gallons     1000 gallons     1500 gallons

2000 gallons     3000 gallons     4000 gallons

5000 gallons     6000 gallons     other \_\_\_\_\_

Observations

Good Condition

Leach field Runback

Riding High (liquid level)

Full to Cover

Excessive Solids

Top / Bottom

Use No Powdered Soap

Heavy Grease

Roots

Suggest Electric Rootering

Van Called

Other \_\_\_\_\_

2000	305.00
Drain Cleaning	
<input type="checkbox"/> Main Line	
<input type="checkbox"/> Toilet Bowl	
<input type="checkbox"/> Kitchen Sink	
<input type="checkbox"/> Bathtub / Shower	
<input type="checkbox"/> Vanity	
<input type="checkbox"/> Floor Drain	
<input type="checkbox"/> Yard Drain	
<input type="checkbox"/> Vent	
<input type="checkbox"/> Water Jetting	
<input type="checkbox"/> Other _____	
<input type="checkbox"/> Footage:	
17 <sup>th</sup> gallon	170.00

### Miscellaneous

Digging Charge \_\_\_\_\_ ft. / in.

Location \_\_\_\_\_

Service Call

Labor

Waiting Time

Backhoe \_\_\_\_\_ hrs.

Kubota \_\_\_\_\_

Consultation \_\_\_\_\_

Estimate \_\_\_\_\_

System Installation

Portable Toilet Rental

Baffle

Inspection

Title V Inspection

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

Pump Repair

Repair

System Treatment

Rejuvenation

\*Digging Charge Is Per Driver's Discretion

### Description of Work

Pumped 3,000 Septic Tank

### Recommendations

Vacuum Pumping

\_\_\_\_\_ Yr. \_\_\_\_\_ Month

Drain Cleaning

\_\_\_\_\_ Yr. \_\_\_\_\_ Month

Terms of Payment: C.O.D.

Payment Required Upon Service

Cash Please send

Check

Credit payment

### Terms & Conditions

- Not responsible for damage beyond the curb line.
- All complaints shall be reported within 48 hours.
- 1.5% per month will be charged to accounts past due.
- The purchaser agrees to pay all cost of collection.

I the undersigned agree to all term and conditions.

Customer Signature: Marta [Signature]

Service man: Windham Woods School

PARTS	
TAX	
DISCOUNT	
<b>TOTAL</b>	<b>475-</b>

475-  
17

**#15 Nonpublic School Zoning Verification Form**

Please see attached form.

NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
101 PLEASANT STREET  
CONCORD, NEW HAMPSHIRE 03301-3860

**NONPUBLIC SCHOOL ZONING VERIFICATION FORM**  
(Please Print)

Name of Nonpublic School: Windham Woods School

School's Physical Address: 39 Roulston Road, Windham, NH 03087

Applicant's Name: Ryan DeJoy Tel Number: (603) 890-1222

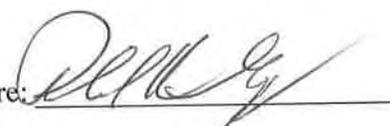
Instructions: If zoning action is not required, complete Section 1. If zoning action is needed, complete Section 2. Indicate any zoning restrictions placed on this nonpublic school on this form or attach signed copies of the zoning board's decision.

Section 1:

The Nonpublic School named above DOES CONFORM to the zoning requirements of

(City/Town) Windham.

Comments:

Name of Official: (please print) Dick Gregory Signature: 

Date: 10-3-18 Telephone: (603) 432-3806 Email: dgregory@windhamnh.gov

Section 2:

The Nonpublic School named above has been granted approval by the Zoning Board of

(City/Town) \_\_\_\_\_.

Check one.

No restrictions were specified by the zoning authority.

Restrictions specified by the zoning authority are noted below or attached.

Comments:

Name of Official: (please print) \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

## **#16 Governing Board List**

### *Board of Directors*

Will Goldthwait  
396 Lee Street  
Brookline, MA 02445

James Cowdell  
3 Mary Ellen Drive  
Lynn, MA 01904

Kevin Fruh  
44 Water Street  
Newburyport, MA 01950

Arthur Connelly  
180 Bay Shore Drive  
Plymouth, MA 02360

John Castellot  
3 Albion Place  
Newton, MA 02459

## **#17 List of All Staff and Teachers**

The school is in the process of hiring staff and teachers. Presently, the school has hired only one teacher (listed below). The school will supplement this application with the requested information when it is available.

### Teachers

- Andrew MacBlane – Elementary and Middle School Teacher (CV attached)
- Peter Aubry – Elementary School Teacher (CV attached)

The school has also provided brief biographies for the management team at the school:

### **Ryan DeJoy - Head of School**

Ryan DeJoy is the Head of School at Windham Woods School in Windham, NH. Windham Woods School, founded in 2018, educates children with mild to moderate learning disabilities who struggle to reach their true potential. Prior to joining Windham Woods, Ryan spent 18 years at Landmark School in Beverly, MA and held several positions including teacher, coach, athletic liaison, and Associate Director of Institutional Advancement. He completed his Bachelor's degree at Emerson College and holds a Masters degree in Special Education from Simmons College. Throughout his entire professional career, Ryan has helped students of all ages find success in the classroom. He believes that all children can succeed in an engaging and dynamic learning environment.

### **Christine Ozahowski - Director of Admission**

Christine Ozahowski is the school's Director of Admission. Christine has a Master's Degree in Education, with a concentration in Educational Counseling, as well as seventeen years' experience in private school admission, most recently at Landmark School in Massachusetts. She understands learning disabilities and learning challenges. Christine is expert at interpreting neuropsychological, achievement, and related testing, as part an extensive admission process that will help determine whether Windham Woods School will meet the needs of a child. She also understands the challenges that parents experience. She is committed to an admission process that allows parents to confidently choose the right school for their child.

### **Amy Waterman - Elementary School Director**

A seasoned special education teaching veteran, Amy brings nearly 25 years of experience to Windham Woods. Elementary and Special Education certified she has taught grades first through seventh in a range of private and public schools, both in the US and abroad. Most recently, she spent 4 years at North Beverly Elementary School in Beverly, MA serving as a classroom teacher for students in grades 2 through 5 as well as a special education liaison. Prior to that, Mrs. Waterman taught both elementary and middle school at Landmark School for nearly 11 years, helping students with learning disabilities reach their academic and social potential. Her expertise includes working with students with mild to moderate learning disabilities, creating an education plan for students, developing curriculum, presenting to parents and teachers on the writing process and executive functioning. She has also served many years as a private tutor and coach. In addition to her passion for teaching, Amy is a dedicated mom to two children and an

accomplished athlete. Starting a school with a group of equally committed and energized teaching faculty has been a dream of hers and she looks forward to delivering a program uniquely tailored to individual student needs.

### **Matt Taffel - Middle School Director**

Matt Taffel, a special educator and classroom teacher for the past 17 years, brings a wealth of knowledge and teaching experience to Windham Woods School. His teaching career began at Landmark School where for 4 years he taught middle school students with learning disabilities. His instruction there focused primarily on reading, language arts, and mathematics. In this setting, Matt developed the critical skills needed to differentiate his instruction to match the learning style of each student. For the past 13 years, Matt has been a middle school math teacher, first in Rockport, MA and most recently in Newburyport, MA. From his experience with a wide range of students, he has developed an acute awareness of the importance of recognizing and validating the contributions every child brings to the classroom setting. He has always maintained high expectations of his students, while at the same time, appropriately providing the necessary support to help them achieve their individual goals. He finds creative ways to involve his students in meaningful hands-on, project-based learning, connecting the curriculum to the real world. Matt has been involved in many leadership roles in his career. These include participation on a school leadership team, a curriculum advisory board, and a community development committee. He is the father of three elementary aged children. Matt enthusiastically and eagerly anticipates opening the doors of Windham Woods School to welcome and serve students who will experience success in the positive learning environment it offers.

### **Sasha DeJoy - Curriculum Coordinator**

Sasha DeJoy currently works with teachers and students as a classroom teacher and curriculum-coordinator. After completing an undergraduate degree in general education and psychology, Sasha entered the field of special education in pursuit of a greater understanding of the variety of learner that exists in classroom settings today. While teaching at a private school for students with language-based learning disabilities, Sasha completed a Masters degree in special education. Since completion of this degree Sasha has held a variety of positions in the Massachusetts public school system in the capacity of a special education teacher. In working with a variety of students with mild to moderate learning disabilities, Sasha developed an interest in curriculum development. Multi-sensory methodology and research-based instruction have been the focus of trainings and professional development that have allowed Sasha to become skilled in addressing the needs of children with a variety of learning differences and styles. Sasha enjoys sharing her experiences and trainings with other educators as well as integrating her knowledge into daily classroom instruction. Sasha's other interests include being in nature, reading, and art.

# ANDREW MACBLANE, M.S.

8 Plaza Avenue  
Hudson, NH 03051

(307) 431-0468  
andrewmacblane@gmail.com

## SUMMARY OF QUALIFICATIONS

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- Over a dozen years of experience in formal and non-formal education, outreach, and communications
- Create, implement, and evaluate K-12, experiential, inquiry-based, environmental education units
- Excellent written, verbal, electronic and collaborative communications skills
- Optimistic, creative, self-motivated, personally responsible, and integrity-driven

## PROFESSIONAL EXPERIENCE

---

### **K – 14 Educator**

8/17 – Present  
Windham, NH

*Quarrybrook Experiential Education Center*

- Lead K-12 and college field classes that emphasize outdoor experiential learning
- Develop and implement curriculum based on state and national standards Additional responsibilities include
- Design and lead activities for community days
- Actively participate in K-16 professional development opportunities
- Collaborate with K-14 instructors to design and deliver lessons

### **Teacher Naturalist II**

10/09 – 8/17  
Mattapan, MA

*Mass Audubon's Boston Nature Center*

- Model, mentor, and coach Boston Public School teachers, producing interdisciplinary, inquiry-based environmental education curricula, aligned with Massachusetts and Next Generation Science Standards
- Teach environmental education programs within a diverse and multicultural community
- Build community through collaboration with staff and teachers, including co-teaching
- Design and facilitate climate change communication trainings for state-wide Mass Audubon educators
- Facilitate summer day camp training for 18 seasonal staff and supervise throughout the summer
- Assist in grant writing efforts and program evaluation to further the organization
- Serve as a natural science resource for visitors, members, volunteers, and staff in accordance with Mass Audubon's goals and objectives
- Oversee all aspects of public programs: design, delivery, and assessment of formal and informal public environmental education programs, including child, adult, and general visitor education (10/12-10/14)

### **Environmental Science Educator**

6/09 – 8/09  
Boston, MA

*"e"-Inc.*

- Implement inquiry-based challenges and experiments to creatively involve youth in scientific data collection
- Create and execute hands-on projects including gardening and visual arts to help students enjoy, model, and understand how their earth works
- Teach earth systems science and assist individuals and groups to create and support actions that foster sustainability locally and/or globally

### **School Program Science Educator, graduate practicum**

1/09 – 5/09  
Hancock, NH

*Nature's Classroom Sargent Center for Outdoor Education*

- Provide direct leadership independently and collaboratively while meeting state curricula standards for 8-12 students in grades 5-8
- Facilitate and instruct outdoor adventure initiatives, inquiry-based, scientific field investigations, team building exercises, and outdoor skills
- Instill understanding and respect for the "4 Cs": Communication, Cooperation, Care and Commitment to all program participants

**Sustainability Intern, graduate practicum** 10/08 – 1/09  
*Life is Good, Inc.* Hudson, NH

- Develop innovative education and outreach programs and materials to inspire employees and external stakeholders to be more eco-conscious by choosing and acquiring sustainable behaviors
- Research best practices, benchmarks, and transferable resources from similar sustainability programs across the supply chain

**Public Program Specialist, graduate practicum** 5/08 – 9/08  
*Antioch New England Institute, Horatio Colony Nature Preserve* Keene, NH

- Create and disperse outreach materials including press releases, event flyers and web communications
- Develop, lead, and evaluate place-based education curricula for school and community groups on a variety of topics at Horatio Colony Nature Preserve

**Interpretive Park Ranger** 12/04 – 8/07  
*National Park Service, Department of the Interior* WY, NM, NC, CA, UT

- Demonstrate excellent communication and public speaking skills inspiring multi-aged diverse audiences of up to 150 people
- Research, develop, and present numerous interpretive programs up to 1 ½ hours in length on various topics of cultural and natural history several times a week enhancing the experience of thousands of park visitors
- Open, staff, and close visitor centers and museums, providing accurate interpretation of park resources and issues as well as excellent customer service
- Complete certification standards in *Demonstrations/Illustrated Programs* and the *Conducted Activity* components through the NPS Interpretive Development Program, 2007
- Execute *Interpretive Process Model* and *Interpretive Analysis Model*, creating meaningful connections for audiences, 2005
- Acquired Certified Interpretive Guide credentials from the National Association of Interpretation, 2004

## **EDUCATION**

---

### **Antioch University New England, Keene, NH**

M.S., 2007 – 2009, Environmental Studies with a concentration in Environmental Education

*Relevant Courses:* Curriculum Design: Non-Formal, Group Dynamics and Leadership, Educating for Sustainability, Exhibit Design, Community Ecology, New England Flora, Self Knowledge for Leadership, Foundations of Environmental Education

### **Radford University, Radford, VA**

B.S., 1999 – 2003, Interdisciplinary Studies, concentration in Communication and Recreation, Parks, and Tourism

## **LEADERSHIP AND TRAINING**

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- CPR, First Aid, and Wilderness First Aid certified
- Co-presenter for Communicating Climate Change workshop at the Massachusetts Environmental Education Society Conference, 2016
- Co-facilitator for Mass Audubon state-wide education professional development, *Communicating Climate Change: A practical guide for integrating climate literacy into existing programs*, 2016 and *Climate Change Education & Outreach*, 2015
- *National Network for Ocean and Climate Change Interpretation* (NNOCCI) Study Circle Alumni, 2014
- Cultural competency training facilitator for Boston Nature Center staff, 2013
- Facilitated professional development at Friends Pre-school, Brookline, MA, 2013
- Presented a school yard ecology inquiry workshop at the Massachusetts Environmental Education Society Conference, 2012
- Presented the Muddy River Research Project at the Mass Audubon Natural History Conference, 2011
- Co-Chair of the Student Alliance, a student-run organization that advocates for student interests at *Antioch University New England*, 2008

# PETER AUBRY

[peter.aubry22@gmail.com](mailto:peter.aubry22@gmail.com) | 978-317-4492 | LinkedIn: [Peter Aubry](#)

**Training & Development Professional, HR Business Partner** who partners with cross-functional leadership to identify, design, and deliver training initiatives aligned with individual and organizational goals. Recruitment, interviewing, orientation and performance management. Trusted business advisor blending training, facilitation, HR, and organizational development capabilities with enterprise-wide project management expertise. Polished written and verbal communicator skilled at developing solutions that attract, develop, and retain engaged employees. Equally comfortable as an individual contributor or team leader.

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## DRIVING ORGANIZATIONAL EXCELLENCE IN CONSTRUCTION, MANUFACTURING, CONSULTING, PHARMACEUTICAL, AND MENTAL HEALTH

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- **Rolled out “Managing by Values” Training** for 1500 Eastman Kodak managers.
- **Facilitated “The Five Dysfunctions of a Team”** and strategic action planning for Pfizer.
- **Partnered with Windover Construction CEO and VP, Administration** to design/deliver training for executive leadership team based on the principles of “Good to Great” by Jim Collins.
- **Delivered Leadership Training** in Japan, South Korea, Taiwan, Spain, Italy, and Bermuda.
- **Recognized as Highest Revenue Producing Trainer/Consultant** at Project Adventure, Inc. an international experiential training and development company.

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## CAPABILITIES THAT PROPEL INDIVIDUAL, TEAM, AND LEADERSHIP DEVELOPMENT

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- |                              |                          |                            |
|------------------------------|--------------------------|----------------------------|
| • Strategic Partnering       | • Talent Management      | • HR Policy and Procedure  |
| • Program Design             | • Recruitment            | • Employee Retention       |
| • Curriculum Development     | • Onboarding/Orientation | • Workplace Diversity      |
| • Stand Up/Live/Web Training | • Performance Management | • Individual/Team Coaching |
| • Meeting Facilitation       | • Labor Relations        | • Team Development         |

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## HISTORY OF ALIGNING TRAINING INITIATIVES WITH STRATEGIC GOALS AND OBJECTIVES

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**WILD APPLE HOMES MANCHESTER, MA**

9/2017 – 12/2017

*Full-service construction management company*

### **TRAINER / ORGANIZATION DEVELOPMENT / OFFICE MANAGER**

Hired to assist this young company grow its mission & vision and manage its administrative office functions; as well as assist with project management for residential and small commercial projects. Responsibilities included: training, OD/HR, invoicing, procurement, scheduling, office administration, coordination of subcontractor services, vendor relations, permitting, inventory control, social media coordination and financial reporting.

**WINDOVER CONSTRUCTION, Beverly, MA**

2/2014 – 8/2017

*Full-service construction management company*

### **DIRECTOR OF EMPLOYEE DEVELOPMENT / HR BUSINESS PARTNER**

Recruited to assess the organization, establish development plans, implement an HRIS system, and provide HR support. Responsibilities include design/implementation of training programs, development of OD strategy, talent management, performance review administration, and HR policy implementation/interpretation.

- Selected by CEO to be key member of 3 person executive committee tasked with revising and implementing the organization's vision, mission and core ideology
- Worked closely with cross-functional teams to implement a new performance management process including training on goal setting and performance coaching.
- Designed/delivered "Learning Organization" training to enrich corporate culture, improve cross-functional teamwork, and enhance operational knowledge.
- Facilitated new hire orientation including onboarding training on the company's mission, values, and goals supporting a 30% employee count increase (65 to 100) in 2 ½ years.

**PROJECT ADVENTURE, INC.** Beverly, MA

1996 - 2014

*International experiential education, training, and development company*

**DIRECTOR OF TRAINING AND CONSULTING** (2001-2014)

**CORPORATE MARKET TEAM LEADER** (1999-2001)

**CORPORATE TRAINER AND CONSULTANT** (1996-1999)

Brought in as Corporate Trainer and Consultant and promoted through a series of positions to Director of Training and Consulting. Supervised up to 70+ trainers including 26 direct reports. Coordinated scheduling and logistics for team development, leadership, safety, and strategic planning programs in Japan, South Korea, Taiwan, Spain, Italy, Bermuda, and the United States. Managed \$2-\$5M annual budget.

- Developed proposals, designed programs, generated/updated training manuals, scheduled staffing, and delivered programs for clients including Microsoft, Price Waterhouse, Pfizer, BMW, Nintendo, Novartis, Progressive Insurance, and Christie's Auction House.
- Delivered 120-160 days of training annually. Recognized as the most versatile delivery trainer for 5 consecutive years. Revised training manuals to ensure up-to-date training library.

**EARLY PROFESSIONAL CAREER** as a **Therapeutic Recreation Coordinator** at Brattleboro Retreat supervising 6 direct reports responsible for therapeutic recreation patient groups and **Director of Therapeutic Recreation and Leisure Services** for Institute of Living Psychiatric Hospital.

## EDUCATION AND CERTIFICATIONS

THE UNIVERSITY OF CONNECTICUT

**Master of Arts**, Sports, Leisure & Exercise Sciences, The Graduate School

**Bachelor of Science**, Education

## TECHNICAL SNAPSHOT

Microsoft Office Suite (Power Point – Excel – Word) | Bluebeam | HRMS Systems  
 Predictive Index System – DiSC Personal Profile System – Communications Style Survey  
 Thomas-Kilmann Conflict Mode Instrument – Drexler/Sibbet Team Performance Instrument  
 Learning Styles Inventory (LSI)

## PUBLICATIONS

Reclaiming Children and Youth Journal, Volume 16 Number 1 Spring 2007 – **Behavior Management Through Adventure**; Jean Walsh & Peter Aubry

**Stepping Stones: A Therapeutic Adventure Activity Guide**; *Activities To Enhance Outcomes With Alternative Populations* – Editor (Project Adventure Publication 2012)

**The Hundredth Monkey: Activities That Inspire Playful Learning** – Editor (Project Adventure Publication 2009)

**R.A.I.S.E.** – Active Group Lessons for Bullying Prevention and Social Skills – A Physical Education Activity Guide & Resource Manual for Middle School 2012

## Professional Highlights

[peter.aubry22@gmail.com](mailto:peter.aubry22@gmail.com)

Peter Aubry

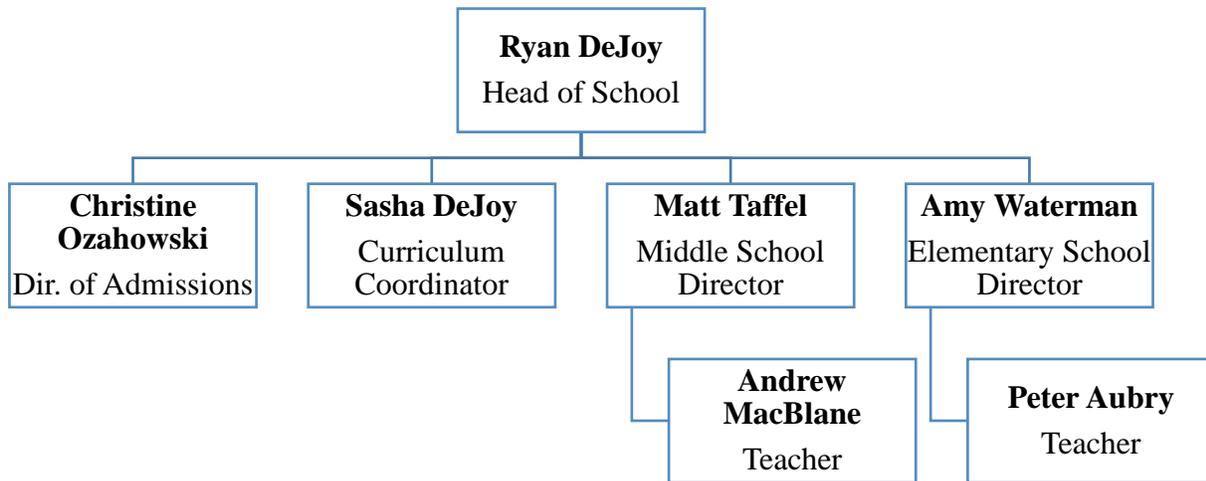
978-317-4492

- 15+ years of experience in the HR/OD, performance management, training, consulting, talent, employee and program development arena
- 20+ years conducting interviews and performance reviews
- 20+ years of supervisory and management experience
- 15+ years working in the psychiatric & healthcare industry
- 10 years working in or as a supervisor in a unionized environment
- 3+ years managing an organizational performance review process and shifting this process from a paper process to an HRMS electronic process (SilkRoads)
- Supervisory experience managing workers compensation, prevailing wage and compensation incentives
- Administrative and organizational skills utilized for entering all attendance, license, certification data for personnel in the HRIS system
- Developed training programs for talent /employee development with an eye to employee career development and succession planning
- Experience in conducting internal HR investigations, coaching managers on employee performance improvement plans, feedback & documentation
- HR Policy and procedure review committee experience
- Significant experience in partnering with leaders in organizations to implement their strategic initiatives and then deliver them
- Conducted training in many areas of management, leadership, business soft skills and coaching leaders in organizations, ultimately helping them build a strong, positive culture
- Experienced facilitator and trainer designing and delivering a diverse range of training from anti-discrimination to business soft skills such as emotional intelligence
- Predictive Index Analyst and experienced in using other instrumented learning tools
- Extensive experience traveling domestically and internationally while conducting training & consulting services
- Conference presentation & public speaking experience
- Editing and writing experience, published journal co-author and book editor

<https://www.linkedin.com/in/peter-aubry-10aab24b/>

## #18 Organizational Chart

As noted in response to Question 17, the school is in the process of hiring teachers and staff. The following organizational chart reflects the faculty structure as of the date of this application. It is subject to change as additional staff are hired, and this chart will be supplemented accordingly in to reflect such changes.



## **#20 Professional Development Plan**

The school intends to provide professional development opportunities internally and externally for all staff. The school may supplement this application with additional information as it becomes available.

**#21 Tentative First Year Budget**

Attached is the proposed budget for the 2019-2020 School Year.



**Budget Projections 2019-2020**

Estimated Revenue		Estimated Expenses	
Category	Revenue	Category	Budget
Tuition	<b>\$2,040,000</b>	<b>6100-Salaries</b> (7) Management Team members + 1 admin support	<b>\$780,000</b>
60 students @ average \$34,000		Head of School	
		Elementary Director	
Fundraising initiatives	<b>\$300,000</b>	Middle School Director/Assistant Head of School	
Annual Campaign		Admissions Director	
Event Fundraising		Business Manager	
		Development and Communications Director	
Additional Support (grants, rental of space)	<b>\$350,000</b>	Director of Facilities	
		Admissions Support Staff/Receptionist	
		Full Time Teachers (7) @ \$65,000	<b>\$455,000</b>
		Nurse	<b>\$60,000</b>
		Reading Specialist	<b>\$60,000</b>
		Outdoor Education Lead Teacher	<b>\$55,000</b>
		Specials Teachers	<b>\$340,000</b>
		Outdoor Education (1/2 time)	<b>\$35,000</b>
		PE (1/2 time)	<b>\$30,000</b>
		Art (1/2 time)	<b>\$30,000</b>
		Music (1/2 time)	<b>\$30,000</b>
		Counseling 1/2 time	<b>\$35,000</b>
		Speech and Language 1/2 time	<b>\$35,000</b>

Occupational Therapy 1/2 time	<b>\$30,000</b>
<b>Medical and dental insurance</b> 20 full time faculty members @ \$7500 per year	<b>\$150,000</b>
<b>Retirement Savings Account</b> 401 K	<b>\$102,000</b>
School Insurance	<b>\$20,000</b>
Maintenance and Facility Needs	<b>\$230,000</b>
Classroom Supplies and Equipment	<b>\$50,000</b>
Computer hardware/Technology	<b>\$50,000</b>
Misc Vendor Costs and Expenses ex: Technology consulting, Legal fees, rentals	<b>\$70,000</b>

<b>Total Projected Revenue</b>	<b>\$2,690,000</b>	<b>Total Projected Cost</b>	<b>\$2,303,000</b>
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**#22 Certificate of Existence**

Please see attached document.

**State of New Hampshire**  
**Department of State**

CERTIFICATE OF EXISTENCE  
OF  
**WINDHAM WOODS SCHOOL, INC.**

This is to certify that **WINDHAM WOODS SCHOOL, INC.** is registered in this office as a **New Hampshire Nonprofit Corporation** to transact business in New Hampshire on 5/29/2018 12:30:00 PM.

Business ID: 795839



IN TESTIMONY WHEREOF,  
I hereto set my hand and cause to be affixed  
the Seal of the State of New Hampshire,  
this 29th day of May A.D. 2018.

A handwritten signature in cursive script, appearing to read "William M. Gardner".

William M. Gardner  
Secretary of State

### **#23 Proof of Federal Tax Exempt Status**

The school is currently seeking 501(c)(3) status and will provide proof of status when it is available. The application is presently under review by the IRS.

## **#25 Independent Audit**

The school intends to file an annual report of school finances with the Attorney General of New Hampshire. Further, the school will maintain financial statements in accordance with GAAP. An independent audit will take place if annual revenue ever exceeds one million dollars, as required by New Hampshire law.

## #26 Programming Information

*Question 26(a):* Windham Woods School’s mission is to engage a diverse group of learners in a dynamic and highly individualized educational environment where students will develop a passion for learning in a supportive community. The school is dedicated to giving children a successful and positive school experience. Windham Woods School respects and values the enormous potential that lives within each and every child. To this end, its experienced team works tirelessly to ensure that students become resilient, life-long learners.

Student learning profiles are a complex combination of strengths and weaknesses. All areas of learning profile will be thoroughly considered to ensure each student’s ability to experience success and make progress.

Specific areas of weaknesses may include:

- Responding to complex visually presented information
- Math reasoning
- Lower fluid reasoning
- Focus upon detail rather than thinking “big picture”
- Language comprehension
- Reading/written expression combined with non-verbal challenges
- Mild deficits in social/pragmatic language skills
- Weak Executive function skills
- Mild Anxiety
- Mild Social Skill Weaknesses

*Question 26(b):* None.

*Question 26(c):* The school will evaluate its achievement of these educational goals by conducting standardized testing to gauge student progress, providing three reports per academic school year for students, and evaluating teachers and administrators on an annual basis. Lastly, the school will be reaching out to an accreditation agency to independently evaluate its program.

*Question 26(d):* Students’ progress will be evaluated three times per school year with written reports.

*Question 26(e):* The school hopes to have a very open and positive relationship with all members of the surrounding communities. It will provide the Town of Windham with one full scholarship opportunity each year. Additionally, campus will be open for one or two community events each year.

*Question 26(f):* See attached summaries of curricula for elementary and middle school students.

## Mission Statement

Windham Woods School's mission is to engage a diverse group of learners in a dynamic and highly individualized educational environment where students will develop a passion for learning in a supportive community.

## Educational Philosophy

At Windham Woods School we are dedicated to giving children a successful and positive school experience. We respect and value the enormous potential that lives within each and every child. To this end, our experienced team works tirelessly to ensure that students become resilient, life-long learners. When a child says, "I can't wait to go to school," we know we have succeeded.

## Student Profile

Learning profiles are a complex combination of strengths and weaknesses. All areas of learning profile will be thoroughly considered to ensure each students' ability to experience success and make progress.

Specific areas of weaknesses may include:

- Responding to complex visually presented information
- Math reasoning
- Lower fluid reasoning
- Focus upon detail rather than thinking "big picture"
- Language comprehension
- Reading/written expression combined with non-verbal challenges
- Mild deficits in social/pragmatic language skills
- Weak Executive function skills
- Mild Anxiety
- Mild Social Skill Weaknesses

ELEMENTARY SCHOOL

**Elementary History and Social Science Standards**

Grade 1 .....ELE 001  
Grade 2 .....ELE 002  
Grade 3 .....ELE 003  
Grade 4 .....ELE 004  
Grade 5 .....ELE 006

**Elementary Language Arts**

Grade 1 .....ELE 009  
Grade 2 .....ELE 010  
Grade 3 .....ELE 011  
Grade 4 .....ELE 012  
Grade 5 .....ELE 013

**Elementary Math Standards**

Grade 1 .....ELE 014  
Grade 2 .....ELE 015  
Grade 3 .....ELE 016  
Grade 4 .....ELE 018  
Grade 5 .....ELE 020

**Elementary Reading: Foundational Skills**

Grade 1 .....ELE 022  
Grade 2 .....ELE 023

Grade 3 .....	ELE 024
Grade 4 .....	ELE 025
Grade 5 .....	ELE 026

**Elementary Reading Informational Texts**

Grade 1 .....	ELE 027
Grade 2 .....	ELE 028
Grade 3 .....	ELE 029
Grade 4 .....	ELE 030
Grade 5 .....	ELE 031

**Elementary Science Standards**

Grade 1 .....	ELE 032
Grade 2 .....	ELE 034
Grade 3 .....	ELE 036
Grade 4 .....	ELE 038
Grade 5 .....	ELE 040

**Elementary Speaking and Listening**

Grade 1 .....	ELE 042
Grade 2 .....	ELE 043
Grade 3 .....	ELE 044
Grade 4 .....	ELE 045
Grade 5 .....	ELE 046

## **Elementary Writing Standards**

Grade 1 .....ELE 047

Grade 2 .....ELE 048

Grade 3 .....ELE 049

Grade 4 .....ELE 051

Grade 5 .....ELE 053

## **History and Social Science Standards, Grade 1**

In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. The grade 1 curriculum continues to strengthen children's identity as American citizens.

### *United States Leaders, Symbols, Events, and Holidays*

- On a map of the United States, locate Washington, D.C. and identify it as the capital of the United States of America; locate Concord and identify it as the capital of New Hampshire.
- Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people.
- Identify and explain the meaning of American national symbols.
- Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as America the Beautiful, My Country, 'tis of Thee, God Bless America, and The Star Spangled Banner and explain the general meaning of the lyrics.
- Give reasons for celebrating the events or people commemorated in national and New Hampshire holidays. On a calendar for the current year, identify the months major holidays.
- Give reasons for noting the days that mark the changes in seasons.

### *Individuals, Families, and Communities Now and Long Ago*

- After reading or listening to folktales, legends, and stories from America and from around the world, describe the main characters and their qualities.
- After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods, describe their qualities or distinctive traits.
- Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.

## **History and Social Science Standards, Grade 2**

In second grade, children learn world and United States history, geography, economics, and government by studying more about who Americans are and where they came from. They explore their own family's history and learn about distinctive achievements, customs, events, places, or landmarks from long ago and from around the world. The main purpose of the grade 2 curriculum is to help students understand that American citizenship embraces all kinds of people, regardless of race, ethnicity, gender, religion, and national origin. American students come from all countries and continents in the world. A history and social science curriculum should help students acquire a common understanding of American history, its political principles, and its system of government in order to prepare them for responsible participation in our schools and civic life.

*Skills Addressed include:*

- On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica.
- Locate the current boundaries of the United States, Canada, and Mexico.
- Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans.
- Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile.
- Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains.
- Explain the difference between a continent and a country and give examples of each.
- On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from.
- With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today.
- With the help, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important.
- After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic)

## **History and Social Science Standards, Grade 3**

Using local historic sites, historical societies, and museums, third graders learn about the history of New Hampshire. They also learn the history of their own cities and towns and about famous people and events in New Hampshire's history. In addition, they read biographies of prominent New Hampshire people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to New Hampshire history.

### *New England and New Hampshire*

- On a map of the United States, locate the New England states and the Atlantic Ocean.
- On a map of New Hampshire, locate major cities and towns.
- Explain important political, economic, and military developments leading to and during the American Revolution.
- Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.
- After reading a biography of a historical person from New Hampshire, summarize the person's life and achievements.

### *Cities and Towns of New Hampshire*

- On a map of New Hampshire, locate the class's home town or city and its local geographic features and landmarks.
- Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.
- Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag.
- Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding.
- Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed.
- Give examples of goods and services provided by their local businesses and industries.

## **History and Social Science Standards, Grade 4**

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not studied in grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

*Learning Standards Include:*

*China:*

- On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains.
- Describe the topography and climate of eastern Asia, and explain how geography influenced the growth of Chinese civilization.
- Describe the ideographic writing system used by the Chinese and how it differs from an alphabetic writing system.
- Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder.
- Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler.
- Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense.
- After visiting a museum or conducting research, describe an animal, person, building, or design depicted in an ancient Chinese work of art.

*Regions of the United States*

- On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges.
- On a map of North America, locate the current boundaries of the United States. Locate New England, Middle Atlantic, Atlantic Coast/ Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico.
- Identify the states, state capitals, and major cities in each region.
- Describe the climate, major physical features, and major natural resources in each

region.

- Identify and describe unique features of the United States
- Identify major monuments and historical sites in and around Washington, D.C.
- Identify the five different European countries that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language.
- Describe the diverse nature of the American people by identifying the distinctive contributions to American culture.
- Identify major immigrant groups that live in New Hampshire and where they now live in large numbers.

### *Canada*

- On a map of North America, locate Canada, its provinces, and major cities.
- Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy.
- Describe the major ethnic and religious groups of modern Canada.
- Identify when Canada became an independent nation and explain how independence was achieved.
- Identify the location of at least two Native American tribes in Canada and the Inuit nation and describe their major social features.
- Identify the major language groups in Canada, their geographic location, and the relations among them.

### *Mexico*

- On a map of North America, locate Mexico and its major cities.
- Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy.
- Identify the language, major religion, and peoples of Mexico.
- Identify when Mexico became an independent nation and describe how independence was achieved.

## **History and Social Science Standards, Grade 5**

In grade 5, students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

### *Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700*

- Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them.
- Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.
- Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers.
- Explain why the Aztec and Inca civilizations declined in the 16th century.
- Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California.
- Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.
- Identify some of the major leaders and groups responsible for the founding of the original colonies in North America.
- Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans.
- Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World.

### *The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775*

- On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.
- Explain the causes of the establishment of slavery in North America.
- Identify the founders and the reasons for the establishment of educational institutions in the colonies.
- Explain the development of colonial governments and describe how these developments contributed to the Revolution.
- Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.

*The Revolution and the Formation of a Federal Government Under the Constitution, 1775-1789*

- Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence.
- Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.
- Describe the life and achievements of important leaders during the Revolution and the early years of the United States.
- Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure.
- Describe Shays’s Rebellion of 1786–1787 and explain why it was one of the crucial events leading to the Constitutional Convention.
- Identify the various leaders of the Constitutional Convention and describe the major issues they debated.

*The Principles and Institutions of American Constitutional Government*

- Describe the responsibilities of government at the federal, state, and local levels
- Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles.
- Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time
- Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791.
- Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today.

*The First Four Presidencies and the Growth of the Republic United States to 1820*

- Identify the changes in voting qualifications between 1787 and 1820, and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia.
- Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.
- Describe the expedition of Lewis and Clark from 1803 to 1806.
- Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States.
- Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism.
- Explain the importance of the China trade and the whaling industry to 19th century New England, and give examples of imports from China.
- Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier.
- Identify the key issues that contributed to the onset of the Civil War.

## **Language Arts, Grade 1**

The following objectives offer a focus for instruction to help ensure that students gain progress on a range of skills and applications.

### *Conventions of Standard English:*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (i.e., print all upper and lower-case letters, use common and proper nouns, write a variety of sentence types)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (i.e., use ending punctuation, capitalize dates and names of people)

### *Knowledge of Language:*

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

## **Language Arts, Grade 2**

The following objectives offer a focus for instruction to help ensure that students gain progress on a range of skills and applications.

### *Conventions of Standard English:*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (i.e., use collective nouns, form and use frequently used irregular plural nouns, use adjectives and adverbs).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (i.e., capitalize holidays and products, use commas in greetings of a letter).

### *Knowledge of Language:*

- Use knowledge of language and its conventions when writing, speaking, reading, or listening (i.e., compare formal and informal uses of English).

### *Vocabulary Acquisition and Use:*

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## **Language Arts, Grade 3**

The following objectives offer a focus for instruction to help ensure that students gain progress on a range of skills and applications.

### *Conventions of Standard English:*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (i.e., formulate and use nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (i.e., capitalize appropriate words in sentences, uses commas and quotation marks in dialogue).

### *Knowledge of Language:*

- Use knowledge of language and its conventions when writing, speaking, reading, or listening (i.e., use words and phrases that convey ideas clearly, choose punctuation for effect)

### *Vocabulary Acquisition and Use:*

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*)

## **Language Arts, Grade 4**

The following objectives offer a focus for instruction to help ensure that students gain progress on a range of skills and applications.

### *Conventions of Standard English:*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (i.e., use relative pronouns/adverbs, form and use progressive verb tense and prepositional phrases)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (i.e., use correct capitalization, commas, quotation marks)

### *Knowledge of Language:*

- Use knowledge of language and its conventions when writing, speaking, reading, or listening (i.e., choose words and phrases to convey ideas precisely, choose punctuation for effect).

### *Vocabulary Acquisition and Use:*

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

## **Language Arts, Grade 5**

The following objectives offer a focus for instruction to help ensure that students gain progress on a range of skills and applications.

### *Conventions of Standard English:*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (i.e., explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences, form and use the perfect verb tenses).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (i.e., use punctuation to separate items in a series, use underlining, quotation marks, or italics to indicate titles of works).

### *Knowledge of Language:*

- Use knowledge of language and its conventions when writing, speaking, reading, or listening (i.e., expand, combine, and reduce sentences for meaning, reader/listener interest, and style, compare and contrast the varieties of English used in stories, dramas, or poems).

### *Vocabulary Acquisition and Use:*

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings (i.e., interpret figurative language, including similes and metaphors, in context).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*)

## **Elementary Math Standards, Grade 1**

In grade 1, instructional time focuses on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

### *Operations and Algebraic Thinking*

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

### *Number and Operations in Base Ten*

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

### *Measurement and Data*

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

### *Geometry*

- Reason with shapes and their attributes.

### *Mathematical Practices*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## **Elementary Math Standards, Grade 2**

In grade 2, instructional time focuses on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

### *Operations and Algebraic Thinking*

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

### *Number and Operations in Base Ten*

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

### *Measurement and Data*

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

### *Geometry*

- Reason with shapes and their attributes.

### *Mathematical Practices*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## **Elementary Math Standards, Grade 3**

In Grade 3, instructional time focuses on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

### *Operations and Algebraic Thinking*

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

### *Number and Operations in Base Ten*

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

### *Number and Operations—Fractions*

- Develop understanding of fractions as numbers.

### *Measurement and Data*

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

### *Geometry*

- Reason with shapes and their attributes.

### *Mathematical Practices*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.

- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## **Elementary Math Standards, Grade 4**

In Grade 4, instructional time focuses on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

### *Operations and Algebraic Thinking*

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

### *Number and Operations in Base Ten*

Generalize place value understanding for multi-digit whole numbers.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

### *Number and Operations—Fractions*

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

### *Measurement and Data*

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

### *Geometry*

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

### *Mathematical Practices*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.

- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## **Elementary Math Standards, Grade 5**

In Grade 5, instructional time focuses on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

### *Operations and Algebraic Thinking*

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

### *Number and Operations in Base Ten*

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

### *Number and Operations—Fractions*

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

### *Measurement and Data*

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

### *Geometry*

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

### *Mathematical Practices*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.

- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## **Reading: Foundational Skills, Grade 1**

### *Print Concepts:*

- Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### *Phonological Awareness:*

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### *Phonics and Word Recognition:*

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

### *Fluency:*

- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Reading: Foundational Skills, Grade 2**

### *Phonics and Word Recognition:*

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

### *Fluency:*

- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Reading: Foundational Skills, Grade 3**

### *Phonics and Word Recognition:*

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.

### *Fluency:*

- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Reading: Foundational Skills, Grade 4**

### *Phonics and Word Recognition:*

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### *Fluency:*

- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Reading: Foundational Skills, Grade 5**

### *Phonics and Word Recognition:*

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### *Fluency:*

- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Reading Informational Texts, Grade 1**

### *Key Ideas and Details:*

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### *Craft and Structure:*

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### *Integration of Knowledge and Ideas:*

- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### *Range of Reading and Level of Text Complexity:*

- With prompting and support, read informational texts appropriately complex for grade 1.

## **Reading Informational Texts, Grade 2**

### *Key Ideas and Details:*

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### *Craft and Structure:*

- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### *Integration of Knowledge and Ideas:*

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

### *Range of Reading and Level of Text Complexity:*

- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, of appropriate complexity, with scaffolding as needed at the high end of the range.

## **Reading Informational Texts, Grade 3**

### *Key Ideas and Details:*

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### *Craft and Structure:*

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

### *Integration of Knowledge and Ideas:*

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

### *Range of Reading and Level of Text Complexity:*

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, of the appropriate level of complexity, with scaffolding as needed.

## **Reading Informational Texts, Grade 4**

### *Key Ideas and Details:*

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### *Craft and Structure:*

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### *Integration of Knowledge and Ideas:*

- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### *Range of Reading and Level of Text Complexity:*

- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, of the appropriate level of complexity, with scaffolding as needed.

## **Reading Informational Texts, Grade 5**

### *Key Ideas and Details:*

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### *Craft and Structure:*

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### *Integration of Knowledge and Ideas:*

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### *Range of Reading and Level of Text Complexity:*

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, of appropriate level of complexity, with scaffolding as needed.

## **Elementary Science Standards, Grade 1**

Grade 1 students investigate sound and light through various materials. They describe patterns in how light passes through and sounds differ from different types of materials and use this to design and build a device to send a signal. Students compare the ways different animals and plants use their body parts and senses to do the things they need to do to grow and survive, including typical ways parents keep their young safe so they will survive to adulthood. They notice that though there are differences between plants or animals of the same type, the similarities of behavior and appearance are what allow us to identify them as belonging to a group. Grade 1 students begin to understand the power of patterns to predict future events in the natural and designed world.

### *Earth and Space Sciences*

- Use observations of the Sun, Moon, and stars to describe that each appears to rise in one part of the sky, appears to move across the sky, and appears to set.
- Analyze provided data to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall patterns, and seasonal changes to the environment.

### *Life Science*

- Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.
- Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.
- Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.

### *Physical Science*

- Demonstrate that vibrating materials can make sound and that sound can make materials vibrate.
- Conduct an investigation to determine the effect of placing materials that allow light to pass through them, allow only some light through them, block all the light, or redirect light when put in the path of a beam of light.
- Use tools and materials to design and build a device that uses light or sound to send a signal over a distance.

### *Technology/Engineering*

- Ask questions, make observations, and gather information about a situation people want to change that can be solved by developing or improving an object or tool.
- Generate multiple solutions to a design problem and make a drawing (plan) to represent one or more of the solutions.

## **Elementary Science Standards, Grade 2**

In grade 2, students start to look beyond the structures of individual plants and animals to looking at the environment in which the plants and animals live as a provider of the food, water, and shelter that the organisms need. They learn that water is found everywhere on Earth and takes different forms and shapes. They map landforms and bodies of water and observe that flowing water and wind shapes these landforms. Grade 2 students use their observation skills gained in earlier grades to classify materials based on similar properties and functions. They gain experience testing different materials to collect and then analyze data for the purpose of determining which materials are the best for a specific function. They construct large objects from smaller pieces and, conversely, learn that when materials are cut into the smallest possible pieces, they still exist as the same material that has weight.

### *Earth and Space Sciences*

- Investigate and compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- Map the shapes and types of landforms and bodies of water in an area.
- Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.
- Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform.

### *Life Science*

- Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.
- Use texts, media, or local environments to observe and compare (a) different kinds of living things in an area, and (b) differences in the kinds of living things living in different types of areas.

### *Physical Science*

- Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.
- Test different materials and analyze the data obtained to determine which materials have the properties that are best suited for an intended purpose.
- Analyze a variety of evidence to conclude that when a chunk of material is cut or broken into pieces, each piece is still the same material and, however small each piece is, has weight. Show that the material properties of a small set of pieces do not change when the pieces are used to build larger objects.
- Construct an argument with evidence that some changes to materials caused by heating or cooling can be reversed and some cannot.

- Design and conduct an experiment to show the effects of friction on the relative temperature and speed of objects that rub against each other.

*Technology/Engineering*

- Analyze data from tests of two objects designed to solve the same design problem to compare the strengths and weaknesses of how each object performs.

## **Elementary Science Standards, Grade 3**

Grade 3 students analyze weather patterns and consider humans' influence and opportunity to impact weather-related events. In life science they study the interactions between and influence of the environment and human traits and characteristics. They use the engineering design process to identify a problem and design solutions that enhance humans' interactions with their surroundings and to meet their needs. Students consider the interactions and consequent reactions between objects and forces, including forces that are balanced or not. Students reason and provide evidence to support arguments for the influence of humans on nature and nature on human experience.

### *Earth and Space Sciences*

- Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area.
- Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.
- Evaluate the merit of a design solution that reduces the damage caused by weather.

### *Life Science*

- Use simple graphical representations to show that different types of organisms have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen.
- Provide evidence, including through the analysis of data, that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms.
- Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment. Give examples of characteristics of living organisms that are influenced by both inheritance and the environment.
- Use fossils to describe types of organisms and their environments that existed long ago and compare those to living organisms and their environments. Recognize that most kinds of plants and animals that once lived on Earth are no longer found anywhere.
- Use evidence to construct an explanation for how the variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.
- Construct an argument with evidence that in a particular environment some organisms can survive well, some survive less well, and some cannot survive.
- Analyze and interpret given data about changes in a habitat and describe how the changes may affect the ability of organisms that live in that habitat to survive and reproduce.

- Provide evidence to support a claim that the survival of a population is dependent upon reproduction.

### *Physical Science*

- Provide evidence to explain the effect of multiple forces, including friction, on an object. Include balanced forces that do not change the motion of the object and unbalanced forces that do change the motion of the object.
- Conduct an investigation to determine the nature of the forces between two magnets based on their orientations and distance relative to each other.
- Define a simple design problem that can be solved by using interactions between magnets.

### *Technology/Engineering*

- Define a simple design problem that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost that a potential solution must meet.
- Generate several possible solutions to a given design problem. Compare each solution based on how well each is likely to meet the criteria and constraints of the design problem.
- Gather information using various informational resources on possible solutions to a design problem. Present different representations of a design solution.

## **Elementary Science Standards, Grade 4**

In grade 4, students observe and interpret patterns related to the transfer of matter and energy on Earth, in physical interactions, and in organisms. Students learn about energy—its motion, transfer, and conversion—in different physical contexts. Grade 4 students interpret patterns of change over time as related to the deposition and erosion in landscape formation. They study today’s landscapes to provide evidence for past processes. Students learn that animals’ internal and external structures support life, growth, behavior, and reproduction. They work through the engineering design process, focusing on developing solutions by building, testing, and redesigning prototypes to fit a specific purpose. Each domain relates to the use of matter and energy over time and for specific purposes.

### *Earth and Space Sciences*

- Use evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the formation of the landscape over long periods of time.
- Make observations and collect data to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering and moved around through erosion.
- Analyze and interpret maps of Earth’s mountain ranges, deep ocean trenches, volcanoes, and earthquake epicenters to describe patterns of these features and their locations relative to boundaries between continents and oceans.
- Obtain information to describe that energy and fuels humans use are derived from natural resources and that some energy and fuel sources are renewable and some are not.
- Evaluate different solutions to reduce the impacts of a natural event such as an earthquake, blizzard, or flood on humans.

### *Life Science*

- Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.

### *Physical Science*

- Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- Make observations to show that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Apply scientific principles of energy and motion to test and refine a device that converts

kinetic energy to electrical energy or uses stored energy to cause motion or produce light or sound.

- Develop a model of a simple mechanical wave (including sound) to communicate that waves (a) are regular patterns of motion along which energy travels and (b) can cause objects to move.
- Develop a model to describe that light must reflect off an object and enter the eye for the object to be seen.
- Develop and compare multiple ways to transfer information through encoding, sending, receiving, and decoding a pattern.

### *Technology/Engineering*

- Plan and carry out tests of one or more design features of a given model or prototype in which variables are controlled and failure points are considered to identify which features need to be improved. Apply the results of tests to redesign a model or prototype.

## **Elementary Science Standards, Grade 5**

In grade 5, students model, provide evidence to support arguments, and obtain and display data about relationships and interactions among observable components of different systems. By studying systems, grade 5 students learn that objects and organisms do not exist in isolation and that animals, plants and their environments are connected to, interact with, and are influenced by each other. They study the relationships between Earth and other nearby objects in the solar system and the impact of those relationships on patterns of events as seen from Earth. They learn about the relationship among elements of Earth's systems through the cycling of water and human practices and processes with Earth's resources. They also learn about the connections and relationships among plants and animals, and the ecosystems within which they live, to show how matter and energy are cycled through these (building on the theme of grade 4). An ability to describe, analyze, and model connections and relationships of observable components of different systems is key to understanding the natural and designed world.

### *Earth and Space Sciences*

- Use observations, first-hand and from various media, to argue that the Sun is a star that appears larger and brighter than other stars because it is closer to Earth.
- Use a model to communicate Earth's relationship to the Sun, Moon, and other stars that explain (a) why people on Earth experience day and night, (b) patterns in daily changes in length and direction of shadows over a day, and (c) changes in the apparent position of the Sun, Moon, and stars at different times during a day, over a month, and over a year.
- Use a model to describe the cycling of water through a watershed through evaporation, precipitation, absorption, surface runoff, and condensation.
- Describe and graph the relative amounts of salt water in the ocean; fresh water in lakes, rivers, and groundwater; and fresh water frozen in glaciers and polar ice caps to provide evidence about the availability of fresh water in Earth's biosphere.
- Obtain and combine information about ways communities reduce human impact on the Earth's resources and environment by changing an agricultural, industrial, or community practice or process.

### *Life Science*

- Ask testable questions about the process by which plants use air, water, and energy from sunlight to produce sugars and plant materials needed for growth and reproduction.
- Develop a model to describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials, (b) show that animals can eat plants and/or other animals for food, and (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.

- Compare at least two designs for a composter to determine which is most likely to encourage decomposition of materials.

### *Physical Science*

- Use a particle model of matter to explain common phenomena involving gases, and phase changes between gas and liquid and between liquid and solid.
- Measure and graph the weights (masses) of substances before and after a reaction or phase change to provide evidence that regardless of the type of change that occurs when heating, cooling, or combining substances, the total weight (mass) of matter is conserved.
- Make observations and measurements of substances to describe characteristic properties of each, including color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility.
- Conduct an experiment to determine whether the mixing of two or more substances results in new substances with new properties (a chemical reaction) or not (a mixture).
- Support an argument with evidence that the gravitational force exerted by Earth on objects is directed toward Earth's center.
- Use a model to describe that the food animals digest (a) contains energy that was once energy from the Sun, and (b) provides energy and nutrients for life processes, including body repair, growth, motion, body warmth, and reproduction.
- Use informational text to provide examples of improvements to existing technologies (innovations) and the development of new technologies (inventions). Recognize that technology is any modification of the natural or designed world done to fulfill human needs or wants.
- Use sketches or drawings to show how each part of a product or device relates to other parts in the product or device.

## **Speaking and Listening, Grade 1**

### *Comprehension and Collaboration:*

- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### *Presentation of Knowledge and Ideas:*

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.

## **Speaking and Listening, Grade 2**

### *Comprehension and Collaboration:*

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### *Presentation of Knowledge and Ideas:*

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## **Speaking and Listening, Grade 3**

### *Comprehension and Collaboration:*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### *Presentation of Knowledge and Ideas:*

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## **Speaking and Listening, Grade 4**

### *Comprehension and Collaboration:*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.

### *Presentation of Knowledge and Ideas:*

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

## **Speaking and Listening, Grade 5**

### *Comprehension and Collaboration:*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### *Presentation of Knowledge and Ideas:*

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## **Elementary Writing Standards, Grade 1**

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

### *Text Types and Purposes:*

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### *Production and Distribution of Writing:*

- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### *Research to Build and Present Knowledge:*

- Participate in shared research and writing projects.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **Elementary Writing Standards, Grade 2**

### *Text Types and Purposes:*

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### *Production and Distribution of Writing:*

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### *Research to Build and Present Knowledge:*

- Participate in shared research and writing projects.
- Recall information from experiences or gather information from provided sources to answer a question.

## **Elementary Writing Standards, Grade 3**

### *Text Types and Purposes:*

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases to connect opinion and reasons.
- Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

### *Production and Distribution of Writing:*

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### *Research to Build and Present Knowledge:*

- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### *Range of Writing*

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Elementary Writing Standards, Grade 4**

### *Text Types and Purposes:*

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

### *Production and Distribution of Writing:*

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### *Research to Build and Present Knowledge:*

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

*Range of Writing:*

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Elementary Writing Standards, Grade 5**

### *Text Types and Purposes:*

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

### *Production and Distribution of Writing:*

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

*Research to Build and Present Knowledge:*

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

*Range of Writing:*

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

MIDDLE SCHOOL

**Middle School History and Social Studies Standards**

Grades 5-6 ..... MID 001  
Grades 7-8 ..... MID 005

**Middle School Language Standards**

Grade 6 ..... MID 009  
Grade 7 ..... MID 011  
Grade 8 ..... MID 013

**Middle School Math Standards**

Grade 6 ..... MID 015  
Grade 7 ..... MID 016  
Grade 8 ..... MID 017

**Middle School Reading: Informational Text**

Grade 6 ..... MID 018  
Grade 7 ..... MID 019  
Grade 8 ..... MID 020

**Middle School Reading: Literature Standards**

Grade 6 ..... MID 021  
Grade 7 ..... MID 022  
Grade 8 ..... MID 023

**Middle School Science Standards**

Grades 6-8 ..... MID 024

**Middle School Speaking and Listening**

Grade 6 ..... MID 029

Grade 7 ..... MID 030

Grade 8 ..... MID 031

**Middle School Writing Standards**

Grade 6 ..... MID 032

Grade 7 ..... MID 034

Grade 8 ..... MID 036

## History/Social Studies Standards, Grades 5-6

### Civics and Government

*The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.*

#### *The Nature and Purpose of Government*

- Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.

#### *Structure and Function of United States and New Hampshire Government*

- Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

#### *The World and the United States' Place In It*

- Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.

#### *Rights and Responsibilities*

- Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

### Economics

*Economics is the study of the allocation and utilization of limited resources to meet society's unlimited 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 basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.*

#### *Economics and the Individual*

- Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

### *Basic Economic Concepts*

- Students will learn about the pillars of a free market economy and the market mechanism.

### *Cycles in the Economy*

- Students will be able to explain the business cycle and trends in economic activity over time.

## *Geography*

### *The World in Spatial Terms*

- Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

### *Places and Regions*

- Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

### *Physical Systems*

- Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.

### *Human Systems*

- Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.

### *Environment and Society*

- Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

## *US/NH History*

*The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.*

#### *Political Foundations and Development*

- Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.

#### *Contacts, Exchanges & International Relations*

- Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.

#### *World Views and Value systems and their Intellectual and Artistic Expressions*

- Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

#### *Economic Systems & Technology*

- Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.

#### *Social/Cultural*

- Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.

#### **World History**

*The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.*

*Political Foundations and Developments*

- Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.

*Contacts, Exchanges & International Relations*

- Students will demonstrate their understanding of the interactions of peoples and governments over time.

*World Views and Value systems and their Intellectual and Artistic Expressions*

- Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.

*Economic Systems & Technology*

- Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.

*Social/Cultural*

- Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.

*The World and the United States' Place In It*

- Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.

*Rights and Responsibilities*

- Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

## **History/Social Studies Standards, Grades 7-8**

### Civics and Government

*The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.*

#### *The Nature and Purpose of Government*

- Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.

#### *Structure and Function of United States and New Hampshire Government*

- Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

#### *The World and the United States' Place In It*

- Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.

#### *Rights and Responsibilities*

- Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

### Economics

#### *Economics and the Individual*

- Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

#### *Basic Economic Concepts*

- Students will learn about the pillars of a free market economy and the market mechanism.

#### *Cycles in the Economy*

- Students will be able to explain the business cycle and trends in economic activity over time.

#### *Financial Institutions and the Government*

- Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.

#### *International Economics and Trade*

- Students will recognize the importance of international trade and how economies are affected by it.

#### *Personal Finance*

- Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy.

### Geography

*The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.*

#### *The World in Spatial Terms*

- Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

#### *Places and Regions*

- Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

#### *Physical Systems*

- Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.

#### *Human Systems*

- Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.

#### *Environment and Society*

- Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

## US/NH Government

*The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.*

### *Political Foundations and Development*

- Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.

### *Contacts, Exchanges & International Relations*

- Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.

### *World Views and Value systems and their Intellectual and Artistic Expressions*

- Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

### *Economic Systems & Technology*

- Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.

### *Social/Cultural*

- Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.

## World History

*The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.*

#### *Political Foundations and Developments*

- Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.

#### *Contacts, Exchanges & International Relations*

- Students will demonstrate their understanding of the interactions of peoples and governments over time.

#### *World Views and Value systems and their Intellectual and Artistic Expressions*

- Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.

#### *Economic Systems & Technology*

- Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.

#### *Social/Cultural*

- Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.

## **Language Standards, Grade 6**

### *Conventions of Standard English:*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.

### *Knowledge of Language:*

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.

### *Vocabulary Acquisition and Use:*

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g., personification) in context.
  - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- 
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Language Standards, Grade 7**

### *Conventions of Standard English:*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- Spell correctly.

### *Knowledge of Language:*

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### *Vocabulary Acquisition and Use:*

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- 
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Language Standards, Grade 8**

### *Conventions of Standard English:*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.\*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

### *Knowledge of Language:*

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

### *Vocabulary Acquisition and Use:*

- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g. verbal irony, puns) in context.
  
- Use the relationship between particular words to better understand each of the words.

- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Math Standards, Grade 6**

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

### *Grade 6 Overview: Ratios and Proportional Relationships*

- Understand ratio concepts and use ratio reasoning to solve problems.

### *The Number System*

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Multiply and divide multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

### *Expressions and Equations*

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

### *Geometry*

- Solve real-world and mathematical problems involving area, surface area, and volume.
  - Statistics and Probability
  - Develop understanding of statistical variability.
- Summarize and describe distributions.

### *Mathematical Practices*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning

## **Math Standards, Grade 7**

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

### *Grade 7 Overview: Ratios and Proportional Relationships*

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

### *The Number System*

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

### *Expressions and Equations*

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

### *Geometry*

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

### *Statistics and Probability*

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

### *Mathematical Practices*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## **Math Standards, Grade 8**

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### *Grade 8 Overview: The Number System*

- Know that there are numbers that are not rational, and approximate them by rational numbers.

### *Expressions and Equations*

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

### *Functions*

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

### *Geometry*

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

### *Statistics and Probability*

- Investigate patterns of association in bivariate data.

### *Mathematical Practices*

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## **Reading: Informational Text, Grade 6**

### *Key Ideas and Details:*

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### *Craft and Structure:*

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

### *Integration of Knowledge and Ideas:*

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

## **Reading: Informational Text, Grade 7**

### *Key Ideas and Details:*

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### *Craft and Structure:*

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### *Integration of Knowledge and Ideas:*

- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

## **Reading: Informational Text, Grade 8**

### *Key Ideas and Details:*

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### *Craft and Structure:*

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### *Integration of Knowledge and Ideas:*

- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## **Reading: Literature Standards, Grade 6**

### *Key Ideas and Details:*

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

### *Craft and Structure:*

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.

### *Integration of Knowledge and Ideas:*

- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

## **Reading: Literature Standards, Grade 7**

### *Key Ideas and Details:*

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### *Craft and Structure:*

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

### *Integration of Knowledge and Ideas:*

- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

## **Reading: Literature Standards, Grade 8**

### *Key Ideas and Details:*

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### *Craft and Structure:*

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### *Integration of Knowledge and Ideas:*

- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

## **Science Standards, Grades 6-8**

### Physical Science:

#### *Properties of Matter*

1. Develop models to describe the atomic composition of simple molecules and extended structures.
2. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
3. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

#### *Chemical Reactions*

1. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
2. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
3. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

#### *Forces and Interactions*

1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. 2. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
3. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
4. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

#### *Energy*

1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

#### *Waves and Electromagnetic Radiation*

1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

#### **Life Science:**

##### *Structure, Function, and Information Processing*

1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
2. Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.
3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
4. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

##### *Matter and Energy in Organisms and Ecosystems*

1. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
2. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
3. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
4. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
5. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

##### *Interdependent Relationships in Ecosystems*

1. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
2. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

### *Growth, Development, and Reproduction of Organisms*

1. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
2. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
3. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
4. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
5. Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.

### *Natural Selection and Adaptations*

1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
5. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

## Earth and Space Science

### *Space Systems*

1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
3. Analyze and interpret data to determine scale properties of objects in the solar system.

### *History of Earth*

1. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

### *Earth's Systems*

1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
2. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
3. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

### *Weather and Climate*

1. Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.
2. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
3. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

### *Human Impacts*

1. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
2. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
3. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

## Engineering, Technology, and Applications of Science

### *Engineering Design*

1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

## **Speaking and Listening, Grade 6**

### *Comprehension and Collaboration:*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### *Presentation of Knowledge and Ideas:*

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Speaking and Listening, Grade 7**

### *Comprehension and Collaboration:*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### *Presentation of Knowledge and Ideas:*

- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Speaking and Listening, Grade 8**

### *Comprehension and Collaboration:*

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### *Presentation of Knowledge and Ideas:*

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Writing Standards, Grade 6**

### *Text Types and Purposes:*

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

### *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.*

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

### *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

### *Production and Distribution of Writing:*

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

*Research to Build and Present Knowledge:*

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Writing Standards, Grade 7**

### *Text Types and Purposes:*

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

### *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.*

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

### *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- Provide a conclusion that follows from and reflects on the narrated experiences or events.

*Production and Distribution of Writing:*

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

*Research to Build and Present Knowledge:*

- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Writing Standards, Grade 8**

### *Text Types and Purposes:*

- Write arguments to support claims with clear reasons and relevant evidence
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

### *Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.*

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

### *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

**#31 Student Handbooks or Guidelines**

Please see attached handbook.



**WINDHAM WOODS**  
**SCHOOL**

**Elementary & Middle School**  
**Student • Parent Handbook**

39 Roulston Rd, Windham, NH 03087  
603•212•9586

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The Windham Woods School Handbook provides important information about specific rules, policies and procedures related to the safe and student centered operation of our school. It is important that you read this entire Handbook as it is expected that you and your child will be familiar with and abide by the guidelines outlined in this handbook. These guidelines may need to be modified from time to time throughout the school year. Parents and Students will be notified by email or school mail of any necessary revisions or additions to the handbook. It is the responsibility of students and parents to review such changes and to remain informed of the current version of the handbook. This handbook is not intended to constitute a legal contract, or an offer to form one. It is a statement of the school's policies for the information of parents and students. It may be revised at any time and from time to time by the school without advance notice. Revisions may apply retroactively, prospectively, or both. If you have any questions regarding this handbook, please email [info@windhamwoods.org](mailto:info@windhamwoods.org).

## **School Administration**

Ryan DeJoy	<i>Head of School</i>	<a href="mailto:rdejoy@windhamwoods.org">rdejoy@windhamwoods.org</a>
Christine Ozahowski	<i>Director of Admission</i>	<a href="mailto:cozahowski@windhamwoods.org">cozahowski@windhamwoods.org</a>
Matthew Taffel	<i>Director of Middle School</i>	<a href="mailto:mtaffel@windhamwoods.org">mtaffel@windhamwoods.org</a>
Amy Waterman	<i>Director of Elementary School</i>	<a href="mailto:awaterman@windhamwoods.org">awaterman@windhamwoods.org</a>

## **Mission**

Windham Woods School's mission is to engage a diverse group of learners in a dynamic and highly individualized educational environment where students will develop a passion for learning in a supportive community.

## **School Philosophy**

Windham Woods School cultivates a positive, student centered, and safe environment that is dedicated to the academic and personal growth of each child. We emphasize the values of honesty, respect, perseverance, and kindness. Our school fosters relationship building, and a love for learning. It gives each child multiple opportunities to realize their unique potential as a student and as a contributing member of the school community.

## **Directions**

Windham Woods School is located just minutes off of I-93. It is 40 minutes from Boston, MA and 20 minutes from Manchester, NH.

To reach Windham Woods School from Massachusetts, take I-93 North to Exit 3, NH-111 E, toward N. Salem. Proceed straight about 1.2 miles and turn left onto Lamson Road. Windham Woods School is about ½ mile down the road on the left.

When coming north of Salem, NH, take I-93 South to EXIT 3, NH-111 E, toward Windham/N. Salem. Keep left at the fork on the ramp. Turn left onto Indian Rock Rd/NH-111. Continue to follow NH-111 for a mile then turn left onto Lamson Road. Windham Woods School is about ½ mile down the road on the left.

### **Elementary Daily Schedule**

7:30-8:00	Drop Off
8:00-8:10	Morning Meeting
8:15-9:00	1st Period (Math)
9:05-9:50	2nd Period (Reading)
9:55-10:20	Snack/Recess
10:25-11:10	3rd Period (Language Arts)
11:15-12:00	ECO (Engagement, Communication, Organization)
12:05-12:45	Lunch/Recess
12:50-1:35	4th Period (Science/Social Studies)
1:40-2:25	Specials
2:30-2:45	Dismissal

### **Middle School Daily Schedule**

7:30-8:00	Drop Off
8:00-8:10	Morning Meeting
8:15-9:00	1st Period
9:05-9:50	2nd Period
9:55-10:20	Snack/Recess
10:25-11:10	3rd Period
11:15-11:55	Lunch/Recess
12:00-12:45	Specials
12:50-1:35	4th Period
1:40-2:25	ECO (Engagement, Communication, Organization)
2:30-2:45	Dismissal

## **Program Description**

The curriculum at Windham Woods School is both aligned with the Common Core State Standards and is individualized to meet the needs of each one of our students. It includes mathematics, reading/literacy, writing, social studies, and science. In addition, Windham Woods School offers a class (E.C.O.) dedicated to effective communication and relationship building. Supported by research-based curriculum and methodologies, evidence-based practices, and intervention services, E.C.O. is differentiated to effectively reach all children. To further enhance student development, art, music, outdoor education, and physical education are incorporated as an integral part of each student's schedule. The curriculum at Windham Woods School includes a unique approach to learning that gives students the opportunity to explore targeted concepts using kinesthetic and multi-modal methodologies, while providing essential foundational skills necessary for academic success. The results of formal and informal diagnostic measures will guide both regular classroom instruction and decisions around the need for intervention services. These diagnostic measures will provide benchmarks for Windham Woods School to use in the creation of Individualized Learning Plans (ILP's). ILP's will identify individual needs, clear goals for each student, and appropriate instructional strategies. The Windham Woods School curriculum, combined with engaging, hands-on learning, are intended to make it possible for each student to realize her/his potential.

## **Absences and Medical Leave**

Parents should call (603) 212-9587 to report any absences or tardiness after 6:30 a.m. and before 7:30 a.m. An absence will be excused if:

- It has been discussed and approved by the school
- A doctor's note is provided
- The absence is due to disciplinary reasons
- The student is celebrating a religious holiday

When requesting permission for an early dismissal from school, except for emergencies, please notify the school one day prior by phone, an email, or a hand written note. A parent or guardian may then pick up his/her student in the front office.

When should you call the nurse regarding a student illness?

- A new medical diagnosis or change in health or emotional status, i.e. the diagnosis of an allergy
- A newly prescribed medication
- Any change(s) in current medication
- A serious injury, illness, or hospitalization
- An injury that will require crutches and/or wheelchair or elevator, or use, e.g. fracture, sprain, stitches or cast

- A contagious disease (e.g. chicken pox, flu, strep throat, pertussis)
- Extended period of absence anticipated with atypical symptoms
- Recent changes in family history that may affect your child, such as a birth, recent loss or sudden illness

All students are expected to attend school each day it is in session, understanding that attendance is essential to maximizing their progress. Windham Woods School will accommodate absences due to illness, but reserves the right to withhold credit for a trimester if absences exceed three unexcused days in a trimester.

Students are marked absent for a full day of school if they miss three or more class periods. They are marked absent one-half day of school if they miss two class periods. All work and tests missed due to early dismissals or late arrivals must be made up. Middle School students are responsible for obtaining missed work from their teachers. Any student who is absent from school may not participate in any after school activity on the day the absence occurs. When a student returns to school after an absence of five or more consecutive days due to illness or injury, a note from a physician's office is required to confirm the need for the absence and the student's readiness to return.

In the case of general, excused absences, it is the student's responsibility to make up all missed assignments, tests, or quizzes. The student will be given the same number of days to make up the assigned work as days missed from school. For example, if a student is absent for two (2) days, he/she will have two (2) days to make up the required work.

## **Medical Leave**

Medical leave may be granted to students requiring extended time away from school to address serious medical needs. During a medical leave, Windham Woods School will continue to collect tuition in order to maintain a student's placement in the school. If a child is unable to return to school after a medical leave of 15 days, an administrative team meeting will occur to discuss the situation and to determine the most appropriate, student sensitive course of action to take.

The Elementary and Middle School directors along with the school nurse will monitor all medical leaves. Any staff member, including the Elementary and Middle School directors and/or the school nurse or counselor are required to have written consent in order to communicate with any care providers. Provision of such consent by each student's guardian[s] shall be a requirement for enrollment. Communication with care providers includes when a student is seen in the emergency room for injury, illness, or psychiatric difficulties, or when hospitalized in a hospital or psychiatric institution, either overnight or for day treatment. Relevant medical information regarding student health and safety may be shared with the appropriate faculty as deemed necessary.

## **Buildings and Grounds**

Windham Woods School takes pride in our 250 acres of beautiful grounds. It is our goal to teach students to develop a sense of respect and stewardship of their surroundings. Staff and students are responsible for keeping the school building and grounds neat and clean to help preserve and maintain them.

## **Lunches**

All students will provide their own snacks and lunches each day.

## **Homework**

Elementary school students will have homework assigned on most days. Any homework given is to provide practice and to reinforce the skills currently being taught in their classroom.

Middle school students will also receive homework on most days. Homework allows students the opportunity to independently practice skills they have learned in class as well as to preview upcoming lessons. To avoid having children become overwhelmed at home, teachers will do their best to work together to make sure students receive an appropriate amount of work. If a pattern develops where homework assignments do not meet the agreed upon standards of promptness, accuracy, or completeness, parents/guardians will be contacted by a member of the Windham Woods faculty. We believe that open communication between families and the Windham Woods School staff around the topic of homework is essential in promoting the students' wellbeing and success.

## **Storage/Lost and Found**

Students in the elementary program have cubbies outside their classrooms where they will store their personal items. It is strongly recommended that parents label all of their children's personal belongings. Middle School students are assigned a designated space to store their personal items. All students are encouraged to keep valuable items at home since the school cannot be held responsible for damage or theft.

A lost and found bin will be kept on school grounds. Any items remaining in the bin at the end of each trimester will be donated to charity. The school will not be responsible for students' personal property or for items placed in the lost and found bin.

## **Use of Technology Policy**

Windham Woods School's computer network, communication, and internet system offers vast, diverse, and unique resources for both students and faculty. Our goal in providing these services is to help promote a wide variety of educational opportunities. While these technologies offer many benefits, the unmonitored, uncontrolled nature of the internet results in information being readily available that is inappropriate, of little if any educational value, and that may be

objectionable, offensive, or disturbing. The school makes reasonable efforts to prevent unsuitable material from being accessed using content-filtering software. Despite this safeguard, it is impossible to completely prevent users from accessing inappropriate material. It is, therefore, the responsibility of each user not to intentionally access, distribute, or promote inappropriate material.

*The following guidelines are in place to ensure appropriate use of school technologies:*

Computers with network and internet access are available in monitored computer labs, offices, staff workspaces and some common areas. Personal computers/laptops are not needed and should not be brought to school, unless for a special activity and only when authorized by a faculty member. Users who connect their personal computers to Windham Woods School's network must follow the directives of the Acceptable Use Policy. All users are expected to use computers responsibly, appropriately, and legally. When unsure about a specific activity or website, permission from a staff member should be sought.

*Prohibited activities:*

- Personal E-mail; instant messaging
- Unmonitored use of the internet
- Use for any commercial purpose
- Transmission of any material in violation of any U.S. or state law or regulation - This includes, but is not limited to: copyrighted material, defamatory, threatening, or obscene material, or material protected by trademark or trade secret law.
- Intentionally accessing inappropriate websites, including sites that are pornographic, degrading or defamatory, sites that endorse and/or enable drug use, gambling, and violence
- Discourteous, harassing, derogatory, electronic communication
- Downloading files not related to educational pursuits
- No games, music/audio/video files, utilities, or programs may be downloaded without permission from a staff person.
- Tampering with or removing school computer hardware and software or bypassing or attempting to bypass any school server used for school computer hardware or software.
- Copying school software
- Exchanging usernames and passwords or letting others use your account - If someone violates the Use of Technology Policy while logged in as you, you will be held responsible.

*Safety/security:*

Never reveal any identifying information online such as last name, social security number, ethnicity, age, address, phone number, school name, parents' names, etc. Most electronic communication, including email, is NOT secure. Anyone with certain software can intercept and read email that was not intended for them. Always secure your computer by logging out when you leave it. The school is not responsible for the security of data or information that students input or transmit through school computers or systems.

*Use of shared systems:*

The school's computers belong to the school and should not be treated as personal computers. Setting desktop preferences, changing default settings, or changing the way it functions may render the computer unusable or difficult for the next person to use.

*User rights:*

All files and usage histories on school -owned computers are the property of the school. Files and communications via email linger in our system even after they are deleted and are therefore retrievable. The school reserves the right to monitor any student's or employee's files and/or email at any time. These actions will be taken only when there is a reasonable purpose to do so. The school has the capability of monitoring all internet activity, including production of a list of visited sites. All students who access the internet from the school, using the school's or their own computers, should expect their activities to be monitored.

*Consequences for violations:*

Failure to comply with these usage guidelines may result in responses ranging from a warning, to loss of privileges, to dismissal.

*Windham Woods School Disclaimer:*

In summation, all computer users, staff and students alike, should be constantly aware of the fact that the school's computer network and its software are school equipment and materials. They are to be utilized in keeping with the school's purposes and the mission of the Windham Woods School.

*Agreement to abide by Windham Woods School Acceptable Use Policy:*

We hope parents and students understand the descriptions and restrictions on internet-access noted above. Use of the internet and school technologies is intended to enhance the educational experience of our students. While the school makes a reasonable effort to ensure safe, appropriate use, it is the responsibility of the individual to use it correctly and not attempt to defeat the safeguards in place. Despite the best of intentions and policies, faculty cannot be expected to monitor independent student use of internet resources at all times. Because of this, it is presumed that students who ask to use the internet or other resources independently are doing so with their parents' knowledge and permission.

## **Dress Code**

Students are expected to dress appropriately for school. The following guidelines are provided in order to guide each family in making appropriate decisions that support a safe, respectful, and productive learning environment.

1. Footwear must be worn at all times for health reasons (inside the building and on the grounds).
2. Dress that is clearly disruptive to the school environment will not be allowed. This may include, but is not limited to, apparel that advocates or displays illegal or inappropriate items or activities as well as clothing that displays messages or images that harass, demean, or intimidate an individual or group of individuals based on race, color, gender, religion, national origin, sexual orientation, or disability.
3. Clothing such as the following does not contribute to a productive learning environment: bathing suits, tank tops, tube tops, halter tops, tops with spaghetti straps, exposed midriffs, see through shirts, underwear as outerwear, beach attire, bed wear, baggy or ill-fitting pants, low cut tops, or garments that expose undergarments. These articles of clothing are inappropriate in the business workplace as well as the school, and therefore are not allowed.
4. Students should not wear clothes that constrict or limit normal daily activities or movement.
5. No student will wear a hood, hat, visor, bandana, and/or sunglasses in the school building absent legitimate cultural, religious, or medical reasons.

Any student who violates the dress code will receive a warning on the first offense and must modify clothing immediately. The student's parents will be notified if necessary. Subsequent violations will result in disciplinary consequences and parental notification.

#### **DRESS CODE EXPECTATIONS**

The dress code is enforced by all faculty. We expect students and families to support the dress code and direct questions or concerns to teachers or advisors. We reserve the right to include other articles of clothing in the dress code should we feel that they are unsafe or inconsistent with the spirit of the Windham Woods School Dress Code.

#### **DRESS CODE INFRACTIONS**

Faculty will review the Dress Code with students during the first week of school. We encourage students who have questions about the appropriateness of their attire to check with classroom teachers before wearing the clothing in question to school. Allowances will be made for oversights at the beginning of the school year.

#### **Cell Phones and Personal Devices**

Students are not allowed to use cell phones during the school day except in cases of real emergency. There is a telephone in the main office available for student use upon permission from the office staff. Students using cell phones or other personal devices may be asked to turn off the device, may have the device taken by a teacher for the remainder of the school day, or

may have the device sent to the office and/or parents may be notified. Under no circumstances is the school responsible for a student's cell phone or other personal device.

## **Transportation**

Transportation of students to and from school is the responsibility of the parents.

## **School Cancellations/Delays**

When inclement weather makes travel hazardous, Windham Woods School will either delay its opening until 10:00 or cancel school. Should school dismissed early due to weather conditions, students will only be released once parents or guardians have been contacted. An automated phone message will be sent to all families as well. School Closings or delays can be found on WMUR Channel 9 and WBZ Channel 4, and will be posted our school website.

We do not want parents to feel obligated to drive in hazardous road conditions. No student will be penalized for non-attendance when weather conditions make travel difficult. Parents should use their best judgment in such conditions and notify the school by 7:00 a.m. if their child will not be in attendance.

## **Extracurricular Activities**

Extracurricular activities are held Monday through Thursday from 2:45-4:00 p.m. Students are encouraged to participate in after -school activities. For planning purposes, parents must notify the administrative assistant when students intend to remain on campus since supervisory staffing must be maintained. Students must adhere to the school rules during after school activities. Parents are asked to notify the administrative assistant when circumstances may necessitate an early or late pick-up.

### *Sports*

Middle School students may participate in sports offered at the school. Sports that are offered may vary from year to year. Notification of sports offerings will be shared with students and parents by email or school mail prior to every athletic season. Students shall abide by all policies and rules in place for the sports in which they choose to participate.

### *Other Activities*

Windham Woods students are encouraged to participate in extracurricular activities based on their interests. Activities and schedules will vary.

## **Health Services**

The nurse's office is open daily from 7:30 a.m. - 2:45 p.m., Monday through Friday. In the event of an emergency, students will be taken to St. Joseph's Hospital in Nashua, NH or to a facility deemed most appropriate by the nurse or any emergency care provider.

Students must provide Windham Woods School proof of all required immunizations, documentation of immunity, or valid exemptions, in order to be admitted or enrolled in any school in New Hampshire.

### *Prescription and Non-Prescription Medications*

All medications, prescriptions and over-the-counter medicines, are to be set up for administration by the nursing staff and to be kept in the school nurse's office. Medications may be administered by staff who have been trained in dispensing procedures. Students are not permitted to carry their own medication to and from school or possess them unsupervised by the nurse while they are in school. A parent or other responsible adult must bring and pick up all medication. Medication must be brought to school in a labeled container or in a legal prescription bottle appropriate to the individual student and provided by the pharmacy or the medication will not be accepted by the school nurse, and will not be administered to the student. Possession, use, or distribution of such medications by a student is viewed as a serious health and safety concern by the school.

When a student is feeling ill, the nurse on duty will determine whether or not the child should remain in the nurse's office, or be excused from a class or activity. If a student has been excused for the day, he/she will not be permitted to participate in any after school activity.

Parents/guardians will be notified when a student has been excused from a class or activity or otherwise as needed.

### **Counseling Services**

Counseling services are available to all students at Windham Woods School to help them take advantage of their education both academically and socially. Except in emergency cases, parents' permission is obtained before counseling is initiated. A counselor is legally and ethically bound to maintain the confidentiality of all communications with the student and the student's family. A counselor, however, can discuss and consult about a case with other members of the counseling department, and, at times, may discuss treatment with pertinent Windham Woods School staff members, who shall treat such discussions as confidential. Written permission from parents or guardians is required before sharing information with a person or agency outside of Windham Woods School, except in cases involving a risk to the safety of the student or others, the existence of such risk to be determined in the school's sole discretion. In those instances of risk, some level of disclosure would be necessary to the appropriate agencies.

### **Child Abuse or Neglect**

Windham Woods School's policy on child abuse or neglect is designed to help staff members protect children by recognizing and reporting, any suspected cases. The faculty and direct care staff of Windham Woods School are mandated reporters under New Hampshire General Laws, RSA 169-C:29. Therefore, any staff member who suspects, for whatever reason, that a child may

be the subject of abuse or neglect, is required by law to orally report this suspicion immediately to the child protection agency, Division for Children, Youth and Families (DCYF) and the Head of School. If the staff member elects to report to the Head of School, the Head of School must then immediately notify the DCYF. Windham Woods School also reports such suspicions to the DCYF and the Department of Elementary and Secondary Education. Faculty may also share the suspicion with a member of the counseling staff or the student's program director. Windham Woods School's intention is to protect the child by resolving any such cases in an expeditious, sensitive, and appropriate manner, and to comply with all regulations. Training of the faculty has been designed to create a heightened awareness of both identification and intervention in suspected abuse or neglect cases.

Students who may have been the subject of abuse shall have a counselor available to them who has experience working with abused children. Students will be encouraged to seek their help and, if necessary or preferred, the support and counseling help of professionals outside the school.

### **Prohibition on Abuse Policy**

The health, safety, and wellbeing of students is a primary concern at the Windham Woods School. Teachers, staff, and volunteers are trained to behave in a manner that is respectful and protective of each student's safety. Accordingly, the School has a zero tolerance policy for abuse by any teacher, staff member, or volunteer (collectively, "School Personnel") interacting with students both on and off campus. For the purposes of this policy, "abuse" includes, but is not limited to:

- inappropriate or unwanted physical contact;
- the persuasion, inducement, or coercion of a student to perform or witness any sexual act;
- physical abuse, such as striking a student or causing physical harm to a student's person; and
- verbal abuse, such as threatening, cursing, or degrading a student.

Suspected abuse should be ***immediately*** reported to the Head of School for investigation. If School Personnel observe any suspicious or inappropriate behaviors on the part of other School Personnel, it is their responsibility to immediately report their observations to the Head of School. Similarly, parents and students suspecting abuse on the part of School Personnel should report their concerns directly to the Head of School. If a person does not want to address this concern to the Head of School, a report of suspected abuse may be delivered to the director of either the elementary school or the middle school; that director will then address the reported conduct with the Head of School or, if necessary, the School's Board of Directors.

All reports of suspected abuse will be taken seriously. Upon receiving a report of suspected abuse, the School will immediately notify the student's parent or guardian about the allegations

and take reasonable steps to protect the student from retribution or further abuse. The School will ensure that the student has no further contact with the alleged perpetrator, and it will take prompt action to investigate the allegations of reported abuse and follow appropriate disciplinary practices.

The School will determine whether the facts require mandatory reporting to the Department of Health and Human Services, as set forth in RSA ch. 169-C. The School will also consult with local law enforcement, as necessary, to determine whether police intervention is necessary to investigate, prosecute, and resolve any suspected abuse. Following any report of suspected abuse by School Personnel, the School will also evaluate its policies and procedures to assess the need for revision or further training.

The School will conduct an appropriate investigation into reports of suspected abuse. If the Head of School's initial investigation substantiates the initial report of alleged abuse, the School Personnel will be placed on a compulsory leave of absence until a more thorough investigation is completed. If the investigation determines that the abuse did occur, the School Personnel will be immediately terminated from the School and prohibited from entering the premises.

At the conclusion of any investigation into reported abuse, the School will prepare a written report summarizing the alleged abuse, the steps taken to investigate the matter, the authorities consulted, and the outcome of the investigation. This report will be shared with the parent or guardian of the alleged victim, the School Personnel suspected of the abuse, and, if necessary, local law enforcement. The School shall take reasonable steps to keep this report confidential. The School will retain reports of reported abuse for at least six years.

The School takes seriously its responsibility to educate and nurture its students. In the event of reported abuse, the School will take appropriate steps to respond immediately to the allegations, ensure the safety of the alleged victim, and isolate the alleged perpetrator from any student until the investigation is complete. The School will notify the proper authorities and communicate with the victim's parent or guardian as appropriate.

## **Harassment Policy**

All students have the right to participate fully in the educational process, free from bullying and harassment. A safe and civil environment in school is necessary for students to develop a sense of self-confidence and to learn and to achieve high academic standards. Bullying and harassment, like other demeaning or violent behaviors, are forms of conduct that disrupt both a student's ability to learn and a school's ability to educate its students in a safe environment. Because students learn by example, school administrators, faculty, staff, and volunteers should be expected to demonstrate appropriate behavior, to treat others with civility and respect, and to refuse to condone bullying and harassment. Windham Woods School does not tolerate actions

which create an intimidating, hostile, or offensive environment, or which constitute harassment based on race, ethnicity, country of origin, gender, religion, sexual orientation, disability, or age.

### *Response to Reports of Harassment*

Our response to harassment begins with immediately stopping the behavior through direct interventions, followed by reporting the incident to the parents of both parties. Investigation of the incident will then be conducted, beginning with a designated school employee determining if an informal resolution is possible. An informal resolution begins with a conversation with the individuals involved (separately) and may lead to mediation. If this is not possible, the Head of school initiates an investigation within one school day. Individual situations and circumstances may vary and the school reserves the right to respond in a different manner should it be in the involved students' best interests for the school to do so.

## **Hazing**

No student or employee of Windham Woods School shall participate in or be members of any secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by Windham Woods School shall engage or participate in hazing. Hazing is defined as “an activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization” sanctioned or authorized by Windham Woods School. This might include, but is not limited to, any brutality of a physical or mental health nature which could adversely affect the health or safety of the individual. Any coach, advisor, or other staff member encouraging, condoning, or tolerating such practices will be terminated. Any team or activity member taking part in the hazing or initiation of other team or activity members will be dropped from the team or activity. If the hazing or initiation takes place within the last week of the athletic season, the students participating will be ineligible to participate in any sport during the next athletic season which the student plans on and/or has a past history of participating in. As required by state of New Hampshire Hazing Law (RSA 631:7), all such incidents will be reported to the police.

## **Student Safety and Violence Prevention: Bullying**

The school is committed to the prevention of bullying (including cyberbullying) of all types and bullying (including cyberbullying) in any form is strictly prohibited. The school is committed to following the policies and procedures regarding the prevention of bullying adopted under New Hampshire law, which provides as follows:

### *I. Definitions (RSA 193-F:3)*

1. Bullying. Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- a. Physically harms a pupil or damages the pupil's property;
- b. Causes emotional distress to a pupil;
- c. Interferes with a pupil's educational opportunities;
- d. Creates a hostile educational environment; or
- e. Substantially disrupts the orderly operation of the school.

Bullying shall include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors or beliefs.

2. Cyberbullying. Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. Electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging and websites.

4. School property. School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

5. Perpetrator means a pupil who engages in bullying or cyberbullying.

6. Victim means a pupil against whom bullying or cyberbullying has been perpetrated.

## *II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA 193-F:4, II(a))*

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F:4. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in accordance with RSA 193-F:4, the school reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Head of School is responsible for ensuring that this policy is implemented.

### *III. Statement prohibiting retaliation or false accusations (RSA 193-F:4, II(b))*

#### False Reporting

False reporting of bullying is prohibited. A student who in good faith reports bullying will not be subject to adverse consequences of any kind, even if ultimately the school finds that bullying did not occur. A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences determined in accordance with applicable law, school policies, procedures and collective bargaining agreements.

#### Reprisal or Retaliation

Reprisal or retaliation for reporting bullying is prohibited. The school will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, school administrator, or school volunteer who engages in reprisal or retaliation shall be determined by the Head of School after consideration of the nature, severity, and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. Any teacher or school administrator found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.
5. The consequences and appropriate remedial action for a Director or Head of School who engages in reprisal or retaliation shall be determined by the Board of Trustees.

#### Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Head of School or other staff member that

he/she believes he/she may be retaliated against, the Head of School shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, rearranging students' class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges or other means necessary to protect against possible retaliation.

#### *IV. Protection of all Pupils (RSA 193-F:4, II(c))*

This policy shall apply to all pupils and school-aged persons on school grounds and participating in school functions, regardless of whether or not such pupil or school-aged person is a student within the school and regardless of their status under the law.

#### *V. Disciplinary Consequences For Violations of This Policy (RSA 193-F:4, II(d))*

The school shall impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the Board of Trustees encourages the administration and school staff to seek resolution through appropriate methods including, but not limited to, early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

#### *VI. Distribution and Notice of This Policy (RSA 193-F:4, II(e))*

##### Staff, Employees and Volunteers

All staff, employees and regular volunteers will be provided with a copy of this policy annually. The Head of School may determine the method of providing the policy (employee handbook, hard copy, electronic, etc.). The Head of School will ensure that all staff, school employees and regular volunteers receive annual training on bullying and related school's policies.

##### Students

All students will be provided with a copy of this policy annually. The Head of School may determine the method of providing the policy (student handbook, mailing, hard copy, electronic, etc.)

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation and bullying of students, the school's prohibition of such conduct and the reasons why the conduct is destructive,

unacceptable and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Head of School, in consultation with staff, may incorporate student anti-bullying training and education into the school's curriculum, but shall not be required to do so.

#### Parents and legal guardians

All parents and legal guardians will be provided with a copy of this policy annually. The Head of School may determine the method of providing the policy (parent handbook, mailing, electronic, etc.). Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

#### Website

The policy will be made generally available on the school's website at

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#### Employees of a Company Under Contract

All employees of a company under contract with the school who are frequently or regularly on school premises or otherwise involved with the school and its students will be provided with a copy of this policy annually. The Head of School may determine the method of providing the policy most appropriate to the circumstances of the employee's involvement with the school.

#### *VII. Procedure for Reporting Bullying (RSA 193-F:4, II(f))*

The School Directors shall be responsible for receiving complaints of alleged violations of this policy.

#### Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to a School Director.
2. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform a School Director as soon as possible, but no later than the end of the that school day.

3. The School Directors may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.
4. The administration will provide student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Upon receipt of a report of bullying, the appropriate School Director shall commence an investigation consistent with the provisions of Section XI of this policy.

#### Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appear to constitute bullying.
2. All school employees and volunteers shall encourage students to tell them about acts that may constitute bullying. For young students, staff members may provide direct assistance to the student.
3. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform a School Director as soon as possible, but no later than the end of the that school day.
4. Upon receipt of a report of bullying, the School Director shall commence an investigation consistent with the provisions of Section XI of this policy.

#### *VIII. Procedure for Internal Reporting Requirements (RSA 193-F:4, II(g))*

In order to satisfy the reporting requirements of RSA 193-F:6, the School Director shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Head of School shall also retain a copy.

#### *IX. Notifying Parents or Guardians of Alleged Bullying (RSA 193-F:4, II(h))*

The School Director shall report to the parents or guardian of a student who has been reported as a victim of bullying and to the parents or guardian of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing, or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student's privacy rights under the applicable provisions of the Family

Educational Rights and Privacy Act of 1974 (FERPA). The notification shall include information regarding the school's remedies and assistance available as outlined in this section of the handbook regarding bullying and as otherwise generally provided in this handbook.

*X. Waiver of Notification Requirement (RSA 193-F:4, II(i))*

The School Director may, within a 48 hour time period, grant a waiver from the requirement that the parents or guardians of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the School Director deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

*XI. Investigative Procedures (RSA 193-F:4, II(j))*

1. Upon receipt of a report of bullying, the School Director shall, within 5 school days of the reported incident, initiate an investigation into the alleged act. If the School Director is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Head of School shall direct a qualified third party to conduct the investigation.

2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately, separately and shall be confidential. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.

3. If the alleged bullying was in whole or in part cyberbullying, the School Director may ask students and/or parents to provide the school with printed copies of emails, text messages, website pages, or other similar electronic communications.

4. A maximum of 10 school days shall be the limit from the initial filing of incidents and completion of the investigative procedural steps.

5. Factors the School Director or other investigator may consider during the course of the investigation, including but not limited to:

- a. Description of incident, including the nature of the behavior;
- b. How often the conduct occurred;
- c. Whether there were past incidents or past continuing patterns of behavior;
- d. The characteristics of parties involved, (name, grade, age, etc.);
- e. The identity and number of individuals who participated in bullying behavior;
- f. Where the alleged incident(s) occurred;
- g. Whether the conduct adversely affected the student's education or educational environment;
- h. Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident; and

- i. The date, time and method in which parents or legal guardians of all parties involved were contacted.
6. The School Director or any other investigator shall record their findings concerning any of the foregoing factors, and any other findings, in writing within 10 days of the initial report. This written report shall include a determination of whether a violation of this policy has occurred based on all facts and surrounding circumstances and shall include recommended remedial steps necessary to stop the bullying.
7. The School Director may extend the time period for the investigation and documentation of reports for up to an additional 7 school days. In the event such extension is granted, the School Director shall notify in writing all parties involved of the granting of the extension.
8. Students who are found to have violated this policy may face discipline in accordance with other applicable school policies, up to and including suspension.

*XII. Response to Remediate Substantiated Instances of Bullying (RSA 193-F:4, II(k))*

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systemic problems related to bullying.

Examples of consequences may include, but are not limited to:

- a. Admonishment
- b. Temporary removal from classroom
- c. Deprivation of privileges
- d. Classroom or administrative detention
- e. Referral to disciplinarian
- f. In-school suspension
- g. Out-of-school suspension
- h. Expulsion

Examples of remedial measures may include, but are not limited to:

- a. Restitution
- b. Mediation

- c. Peer support group
- d. Corrective instruction or other relevant learning experience
- e. Behavior assessment
- f. Student counseling
- g. Parent conferences

In support of this policy, the school promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The school encourages the Directors and Head of School to work collaboratively with all staff members to develop responses that remediate substantiated instances of bullying and protect all pupils from retaliation of any kind.

*XIII. Reporting of Substantiated Incidents to the Superintendent (RSA 193-F:4, II(l))*

The School Director shall forward all substantiated reports of bullying to the Head of School upon completion of the School Director's investigation.

*XIV. Communication With Parents Upon Completion of Investigation (RSA 193-F:4, II(m))*

1. Within two school days of completing an investigation, the School Director will notify the students involved in person of his/her findings and the result of the investigation.
2. The School Director will notify via telephone or personal conference the parents or guardians of the alleged victim and alleged perpetrator of the results of the investigation. The School Director will also send a letter to the parents or guardians within 24 hours again notifying them of the results of the investigation.
3. If the parents or guardians request, the School Director shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
4. In accordance with the Family Educational Rights and Privacy Act and other laws concerning student privacy, the school will not disclose educational records of students including the discipline and remedial action assigned to those students and the parents of other students involved in a bullying incident.

*XV. Appeal*

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the decision in writing within five (5) school days. The Head of School shall review the issue and provide a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the Board of Trustees within ten (10) school days of the Head of School's decision.

2. The procedures under RSA 193:13, ED 317 and school policies establish the due process and appeal rights for students disciplined for acts of bullying.

*XVI. School Officials (RSA 193-F:4, II(n))*

The Head of School is responsible for ensuring that this policy is implemented and the Board of Trustees reserves the right to establish additional procedures for implementation.

**Self-Harm, Self-Injurious Behavior or Harm to Others**

- Any school employee who is concerned about a student at risk for self-injurious behavior or harm to others will report all information to his/her supervisor.
- A member of the counseling department will carry out a risk assessment.
- The counselor will develop a plan, in coordination with the family and school administration. This may include follow-up by the Windham Woods School counselor, referral to an outside agency or therapist, evaluation for hospitalization, and/or any other intervention deemed appropriate.
- Parents will be notified when any statement of self-harm is made, self-injurious behavior is confirmed, or statement of harm to others is made. The person notifying the parents will be the school counselor and/or an administrator.
- If the situation requires transportation to an emergency room, if at all possible the student will be accompanied by the counselor, administrator, or the parent/guardian.

*Acknowledgement of Self-Injurious Behavior*

First Occurrence: Any student who engages in any form of self-injurious behavior, as determined by a member of the counseling or health center staff, will be subject to a risk assessment and when deemed necessary, by the school counselor, and must adhere to the following criteria below in order to remain enrolled at Windham Woods School.

1. The student must agree to a safety contract and work collaboratively with the counseling staff to follow the treatment plan developed by Windham Woods School.
2. The students will submit to random checks by the School Nurse.
3. If a student fails to follow the safety contract, Windham Woods School reserves the right to require parents to secure a medical leave to acquire more comprehensive treatment via day or residential program.
4. Upon return from a medical leave, the student and parents will engage in a re-entry meeting with counseling staff and an administrator to establish guidelines in order for the student's continued enrollment at the school.
5. Follow up and coordination of care will be carried out by a member of the counseling staff, in collaboration with the parent/guardian.

Second Occurrence: A student, who repeats any form of self-injurious behavior, or who fails to adhere to the criteria set forth above following a first occurrence as determined by a member of the counseling department or school nurse, will be considered for dismissal from Windham Woods School.

### *Privacy and Dignity Policy*

Windham Woods School makes a concerted effort to instill in all its students and staff members a consistent respect for the personal privacy and dignity of its students. To the maximum extent that the physical layout of toilet, shower, other personal hygiene facilities, and living areas permit, the privacy and personal dignity of students shall be respected. Unwarranted intrusions on a student's right to such privacy shall be regarded as a breach of the school's disciplinary code and harassment policy and may subject the intruding party to disciplinary action.

## **Substance Abuse Policies**

### *General Statement of Policy*

Windham Woods School views substance abuse as a problem which is the responsibility of the entire community including the individual, his or her family, peers, and the school. When school personnel suspect that a problem with substance use exists for a student, it is the school's policy to notify parents of this concern. Windham Woods School expects that parents want to know of the school's concern and, furthermore, expects the cooperation of the family in addressing such a problem.

### *Illegal Drugs Defined*

The term "illegal drug" includes "any controlled substance not legally obtained and prescribed drugs not being used in the prescribed dosage or for the prescribed purpose, including drugs prescribed legally, but for someone other than the student." The term further refers to other substances (e.g., mail-order stimulants or pills, nitrous oxide, glue, or household cleaning solutions) which are used for other than their intended purposes. Finally, the possession of paraphernalia associated with substance abuse (e.g., tobacco rolling papers, rolling machines, pipes, vape devices) will be viewed by Windham Woods School as evidence of a student's intention to use illegal drugs and will be dealt with as a suspected substance use problem.

### *Prescription and Non-Prescription Medications*

All medications, prescriptions and over-the-counter medicines, are to be set up for administration by the nursing staff and to be kept in the school nurse's office. Medications may be administered by staff who have been trained in dispensing procedures. Students are not permitted to carry their own medication to and from school or possess them unsupervised by the nurse while they are in school. A parent or other responsible adult must bring and pick up all medication. Medication must be brought to school in a labeled container or in a legal prescription bottle appropriate to the individual student and provided by the pharmacy or the medication will not be accepted by

the school nurse, and will not be administered to the student. Possession, use, or distribution of such medications by a student is viewed as a serious health and safety concern by the school.

### *Sale or Distribution of Substances*

Sale or distribution of illegal substances is regarded as a serious infraction against the health and safety of members of the school community. Students found to be involved in what is believed to be the sale or distribution of alcohol or other drugs to fellow students, either at school or while on a school- sponsored activity, may be immediately dismissed from Windham Woods School with no opportunity for re-admission.

### *Possession, Use of Substances or Tampering/Falsifying with urine sample*

A. First Offense: Any student determined to be in possession of or using alcohol, illegal drugs, misusing prescription medications or household cleaning solutions, found to be in possession of related paraphernalia, or caught tampering with or falsifying a urine sample will be required to take the following steps, at Parental cost, in order to remain in attendance at Windham Woods School. Urinalysis may be conducted in consultation with the student's parent or guardian as appropriate and in a manner consistent with the law and best practices. Please note: *offense status remains in effect for 12 months from the date of the infraction.*

1. The student will be suspended for five days. The student must also participate in a program of community service which will be identified and assigned by the school.
2. Upon the student's return from suspension, he/she will be required to complete an interview with a substance abuse specialist under contract to Windham Woods School. The purpose of this initial interview will be to determine the level of potential involvement with substances and to provide the family with recommendations as to any further need for intervention. The school does not recommend an independently conducted evaluation and may not accept the findings of any such report.
3. If, in the opinion of the substance abuse specialist, the student is determined to be dependent on substances or engaged in behavior that is deemed by Windham Woods School to constitute a high risk, the student will be required to withdraw on a leave in order to undergo an approved plan of treatment for substance dependence. "High risk" is defined as a student who is engaging in high levels of substances which may be determined by the substance abuse specialist or by positive test results. Any student being considered for re-entry into the school must meet the following conditions:
  - a. The student's treatment program must be approved by the school.
  - b. The school must have received results of at least four random drug screens, two of which must have been taken within two weeks prior to the student's reentry.
  - c. The school must have received written confirmation of the student's successful

completion of the treatment program.

Having met the aforementioned conditions, the student will then participate in re-entry interviews in order to determine his/her readiness to return to Windham Woods School.

B. Second Offense: Any student determined for a second time (within a 12 month period from the first offense) to be in possession of or using alcohol, illegal drugs, or misusing prescription medications or household cleaning solutions, found to be in possession of related paraphernalia, or caught tampering with or falsifying a urine sample will be dismissed from Windham Woods School.

*Knowingly Being in the Presence of Substances*

A student who is present where he/she knows illegal substances to be present will be assumed to be at risk for substance abuse. The first incident will be treated as a first offense and the student will be subject to the aforementioned procedures. A second incident may result in dismissal.

*Response to Suspected Use or Abuse of Drugs*

In cases where there is suspicion, but no irrefutable evidence of drug or alcohol use, the school reserves the right to take certain actions on behalf of the suspected student(s). Such actions may include any or all of the following: intervention by faculty members known to be close to the student(s), interview by a substance abuse counselor, participation in a counseling program, drug testing, and/or a leave of absence from the school and participation in a substance abuse program.

Students and parents should be aware, however, that irrefutable evidence of drug or alcohol use need not be present for dismissal to occur. A student may be dismissed if it is felt that repeated incidents of suspected abuse suggest a pattern of inability on the part of the student to disassociate him/herself from persons who, and situations which, raise suspicion and to adapt to a healthy and acceptable lifestyle at Windham Woods School.

In all cases, parents will be apprised of the situation throughout the intervention and disciplinary process.

*Voluntary Admission of a Substance Abuse Problem*

The school will strongly support any student who comes forth to admit to, and voluntarily seek help for, a substance abuse problem. The program coordinator will assist the student in formulating an appropriate treatment program, arrange for access to community resources when necessary, and provide support and information for parents.

While it should be noted that no disciplinary action will be taken in the case of a student asking for help in overcoming a substance abuse problem, the standard policies and procedures outlined will be followed for any substance abuse offense prior to or following this admission.

### **Use of Tobacco, Smoking, or Vaping**

Windham Woods School policy regarding tobacco use, smoking, or vaping by its students conforms to its philosophy concerning the use of other addictive and/or habit-forming substances and illegal drugs. It is also consistent with state laws which prohibit the use of tobacco by minors. It has been clearly established that tobacco users are at serious risk for any number of chronic physical illnesses and that the presence of “second hand smoke” constitutes a health hazard and is frequently an annoyance to non-smokers.

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times. Students are also prohibited from possessing tobacco paraphernalia including rolling papers, lighters, matches, pipes, or empty packs.

A letter home, suspension, and dismissal from Windham Woods School are progressive steps which may be implemented to deter use and uphold the school’s tobacco and vaping policy.

In support of this tobacco policy as it relates to students, Windham Woods School has declared itself to be a smoke-free campus, and does not allow the use of tobacco products by its employees or by visitors on school grounds or in school buildings.

### **Disciplinary Procedures**

In the event a disciplinary process is instituted, an assessment is conducted at the very beginning of the Disciplinary Committee (DC) process which includes all the regular members of the DC, and may include a formal or informal clinical evaluation of the student. The assessment may determine whether the student’s specific learning disability or learning challenge is contributing to, or causing, the inappropriate or troublesome behavior. The findings of this assessment are incorporated into the Disciplinary Committee process and are handled on a case by case basis. The student shall have the opportunity to speak to the members of the Disciplinary Committee, as shall the parents and other concerned or involved parties subject to all applicable privacy rights and laws.

A Disciplinary Committee may be comprised of the following voting members:

- Head of School

- Director of Middle School
- Director of Elementary School
- Teachers
- Non-voting members may include the school counselor and/or involved teachers

The decision of the Disciplinary Committee may result in any one or a combination of the following outcomes. This list shall not be considered a “step” process and the Disciplinary Committee may decide upon any form of discipline at any time without first issuing a lesser disciplinary outcome

- reprimands and warnings
- detention
- out of school suspension
- academic probation
- on -campus counseling for inappropriate behavior/smoking/substance abuse
- enrollment in off -campus programs for smoking/substance abuse/eating disorders
- medical leave
- termination or dismissal

## **Descriptions of Discipline**

### Detention

Detention may be assigned by teachers or school directors. Sessions would take place after school for one hour.

### Suspension of up to Five Days

Depending upon the severity of the offense, the student may be immediately suspended for up to five consecutive days. The Disciplinary Committee will address each situation on a case by case basis, ensuring that appropriate and adequate supports are in place to give the child a reasonable opportunity to behave in a way consistent with the school’s expectations. If those supports prove to be unsuccessful in modifying the student’s misbehavior, further action will take place, up to and including dismissal.

### Behavior and Actions That May Lead to Dismissal

Windham Woods views its dismissal policy as very serious and crucial to the integrity and quality of the school environment. Though sometimes a painful experience, we believe that an end point must exist in any disciplinary process. Windham Woods will make every attempt to follow all regulatory procedures including, when prescribed, holding a student for a period of time until an appropriate alternative placement is found, if possible.

The following section is not intended to describe every possible circumstance under which behavior may lead to dismissal. However, it should aid students and parents in understanding conditions which may lead to dismissal from Windham Woods.

1. Withholding of any pertinent information generated or provided prior to the application process or during the enrollment period which might affect the student's ability to adapt to any aspect of the school's program (e.g., hospitalizations, emotional traumas, suspensions, dismissals, known illegal activity, criminal records).
2. Any behavior or conduct that is deemed by the school's Disciplinary Committee to be detrimental to Windham Woods School, whether at school or elsewhere. This includes conduct deemed to be dangerous, harmful, threatening to others, or conduct deemed to meet the definition of bullying or harassing behavior.
3. Hazing or any activity performed by any student or number of students under the guise of "initiation" that is threatening, harmful, or uncomfortable to another student.
4. Any violent attack on others.
5. Any involvement in sexual misconduct or sexual harassment. This includes any sexual activity between unmarried minors, or behavior construed as verbal or physical sexual abuse or harassment.
6. Any theft from other students, teachers, or the school, both on campus or during any school-sponsored activity.
7. Violation of any state or federal law, or any charge brought against a student based on state or federal statutes.
8. Actions which result in a student's arrest.
9. Cheating or plagiarism on any schoolwork while attending Windham Woods School.
10. Continuous or excessive absenteeism.
11. Continued failure to follow the dress code.
12. A pattern of refusal to obey and follow teachers' instructions.
13. Violation of the Substance Abuse Policy, including Tobacco.
14. Vandalism.
15. Burning of any substance in, under, or on a school building.

16. Possession of any item which may be used as or deemed to be a weapon.

## **Appeal Process**

An appeal may be requested by parents and directed to the Head of School following a suspension or dismissal. In the case of a dismissal, after a period of separation of at least eight weeks, students may apply for readmission through the Admissions Office, as noted in Windham Woods' Readmission Policy.

## **Readmission Policy and Procedure**

1. Readmission will be considered only after at least eight full weeks away from the school by the dismissed student. In all cases, readmission will depend upon space and availability.
2. The readmission committee may consist of the Head of School, the Director of Admission, Director of Middle School, and Director of Elementary School. The Director of Admission serves as liaison between parents and Windham Woods School with regard to readmission.
3. The nature of the offense which results in dismissal may disqualify a student from readmission if it is regarded by the school administration and the dismissing Disciplinary Committee as sufficiently serious in nature to effect a final dismissal. Such offenses may include substance abuse and/or distribution of substances and threats or acts of violence. A student dismissed from Windham Woods School twice, for any cause or causes, is precluded from consideration for readmission.
4. A student who desires to be readmitted to Windham Woods School must submit a letter of appeal which contains his/her reasons for requesting readmission as well as any further statements which he/she feels the committee should consider. This letter should be addressed to the Director of Admission.
5. The student is required to submit letters of reference from schools or institutions attended during the absence, or if the student was employed, from his/her employer. Evidence of completed school work may also be required.
6. The readmission committee will conduct an on-site personal interview with the reapplying student before making its decision on readmission.
7. A unanimous vote of the committee is required to effect readmission.

## **#32 Grievance Policy**

The school's policy for complaints of bullying and teacher misconduct are addressed in the student handbook in Tab 31.

The school is developing a policy regarding payment of tuition when a student leaves the school and will supplement this application with that information when it is available.

### **#34 Securing Student Records**

Student records will be locked in file cabinets in the school's administrative offices. Only members of the management team will have access to the key. If the school closes, student records will be sent to each individual student's local school administrative district when appropriate.

### **#35 Student Immunizations**

The school expects that some students will not have received immunizations for religious reasons. In each case, the school shall request and retain a notarized form stating that the child has not been immunized because of religious beliefs in accordance with RSA 141-C:20-c, II. The school shall request and retain a similar form for students residing out of state, as appropriate.

### **#36 Physical Exam of Pupils**

Each student will be required to have a physical examination before starting school for the first time at Windham Woods School. Parents will be required to submit paperwork documenting that physical examination was completed bearing the signature of the student's pediatrician. The school will retain such paperwork concerning physical examinations in the students' records.

### **#37 Health Studies**

The school will incorporate lessons regarding the effects of alcohol and other drugs, child abuse, HIV/AIDS, and STDs on the human system into its physical education, science, and social skills curriculum. Students in Grades 1-8 will receive lessons on health and safety in physical education class. Lessons will be modified for each grade, and materials will be age-appropriate.

## #38 Services

**Nurse or other medical support:** The school intends to have a full-time licensed nurse on staff.

**Transportation services including to and from school, field trips and extracurricular activities:** Parents will provide transportation for students to and from school. For off-campus activities, the school will contract the services of an outside transportation company as necessary. In any case, parents will sign appropriate permission slips to approve any off-site travel.

**Food Services:** Students will provide their own food for snacks and lunches. The school is considering engaging a company that would provide lunch to students with all food preparation happening off campus. If the school elects to contract such a company's services, the applicant will supplement this application with further information when it is available.

**Library:** Library services will be available to students. The applicant will supplement this information with further information when it is available.

### **#39 Emergency Response Plan**

Windham Woods School will prepare an Emergency Response Plan in collaboration with the Windham Police and Fire Departments. The school is also presently seeking ALICE certification to prepare for an active shooter event.

## **#42 Agency Approval**

At this time, the school is not approved by any of the agencies listed in the application. However, the school is evaluating whether to seek approval from the New England Association of Schools and Colleges and the NH Department of Education Bureau of Special Education.



CLEVELAND, WATERS AND BASS, P.A.  
ATTORNEYS AT LAW

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CONCORD, NEW HAMPSHIRE 03302-1137

February 6, 2019

Ms. Jane Levesque  
Division of Program Support  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301-3860

**Re: Windham Woods School – Application for Nonpublic School Approval  
(2019-2020 School Year)**

Dear Jane:

Enclosed for your review is a supplement to the Application for Nonpublic School Approval of the Windham Woods School, which was previously filed with your office on October 5, 2018. The initial application indicated that the applicant would accept students in Grades 1 through 8. In our recent meeting with you, Mr. DeJoy and I explained that the school would like to also accept students in the ninth grade. The enclosed supplement to the application accordingly updates the applicant's responses to Questions 6 and 28 on the application form and includes a proposed curriculum for ninth grade students. Please let me if you have any questions regarding this supplement to the Windham Woods School application. We appreciate your continued assistance on this matter.

Sincerely,

A handwritten signature in blue ink, appearing to be "CA", with a long horizontal flourish extending to the right.

Cooley A. Arroyo

CAA  
Enclosures

cc: Mr. Ryan DeJoy (with enclosures)  
David K. Fries, Esq. (without enclosures)

4814-4920-1287, v. 1



NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
 101 PLEASANT STREET  
 CONCORD, NEW HAMPSHIRE 03301-3860

**NONPUBLIC SCHOOL APPLICATION FOR INITIAL APPROVAL**

(Please Print)

Today's Date: \_\_\_\_\_

1. Name of School: Windham Woods School

2. Street Address: 39 Roulston Road, Windham, NH 03087

3. Mailing Address: Same as above.

4. Name/title of the director or the person authorized to represent the school: Ryan DeJoy

5. Telephone Number: (603) 890-1222 Fax Number: N/A

Email: info@windhamwoods.org Website: www.windhamwoodsschool.org

6. Approval is requested for Grade 1 to Grade ~~9~~ and Age 6 to Age 15.

Please provide the school's current number of students in the table below. \*\*

Include the number of infants and toddlers in the I-T column.

**NOTE: The NH Department of Education ONLY approves grades K-12 per RSA 186:6-a.**

GRADES	I-T	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Non Special Education Students																0
International Students																0
Special Education Students																0
Home Education Students																0
Total Number of Students																0

7. Will the school combine different grades in one classroom? YES x NO    

8. Will this school be co-educational? If not, which gender will be admitted? YES x NO    

9. Will this school provide room and board for students? YES     NO x

10. Will this school year offer summer school or summer programs? YES     NO x

If yes, please attach a full description.

\*\* - Please see attached pages for further answers and explanation to application questions.

## CALENDAR

11. Please complete and submit the attached School Schedule Survey.

## FACILITIES

12. Acceptable fire safety and health inspection reports for all school facilities used by students must be submitted before a school can receive an approved designation. (Please read the attached forms.) Please attach a list of all school buildings including the name (if any) and location (if offsite) of all school buildings. Please include modular buildings.
13. If the school facilities are **not** connected to the municipal water system, a letter of approval or exemption from the NH Division of Environmental Services (DES) must be submitted.
14. If the school facilities are **not** connected to the municipal wastewater system, submit proof that septic tank is pumped regularly.
15. The attached Zoning Verification form must be completed and submitted with this application.

## PERSONNEL

16. Does the school presently have a governing board? Yes If yes, please attach a list of all governing board members and their addresses. If no, please submit a list when board is complete.
17. Please attach a list of all staff and teachers and a brief resume or curriculum vitae for each to include: formal education, professional experience and special life experiences qualifying that staff member to carry out assigned responsibilities. If teachers and staff have not yet been hired, please submit this information before the start of classes.
18. If personnel have been hired, please attach an organizational chart or list with the names of staff, their titles and their supervisors.
19. Will you require criminal record checks for teachers and staff? (Highly Recommended) Yes
20. Please attach your plan to provide professional development opportunities to staff and teachers.

## FINANCES

21. Please submit a tentative first year budget indicating anticipated expenses, income and sources of income. Anticipated expenses shall include, but not be limited to: facility acquisition, maintenance and operations, insurance, salaries and benefits, equipment and supplies.
22. Will this school be incorporated in New Hampshire? Yes If yes, what is or what will be the name of the corporation? Windham Woods School, Inc.  
Is this school incorporated in another state? No If yes, which state? \_\_\_\_\_  
Please provide the school's current Certificate of Good Standing or other documentation showing that the school is currently registered with the NH Secretary of State's Office. (Information at <http://www.sos.nh.gov/corporate/index.html> or 271-3244.)

23. Will this school apply for federal tax exempt status? Yes If yes, submit proof of status when available.
24. Who will have the authority to sign payment checks and other financial documents for the school?  
Ryan DeJoy  
Will these people be bonded? This question is currently under consideration.
25. Will an independent audit of school finances be conducted each year? Yes; see attached.

**EDUCATIONAL PROGRAM**

26. Please submit the following information:

- a) The specific educational purpose(s) and objectives to be served by this school;
- b) The philosophic or religious traditions influencing this school’s programs, if any;
- c) The procedure to evaluate the achievement of school’s stated educational purpose(s) and objectives;
- d) A description of the school’s planned procedure to evaluate and report students’ overall progress;
- e) A description of the expected relationship between this school and the local community; and
- f) The school’s curriculum or list of objectives for each grade or list of course descriptions for each grade.

27. If this school will include Grade 12, provide a list of the courses and credits needed to receive a high school diploma from this school.

28. In which grade(s) will this school provide instruction in the history, government and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county and state government? Grades ~~xx~~ 4-9  
(Per RSA 189:11, such instruction shall begin not later than the opening of the 8<sup>th</sup> grade and shall continue in high school as an identifiable component of a year's course in the history and government of the United States and New Hampshire.)

29. Will English be the primary language used in this school? (RSA 189:19) Yes

30. Which of the programs will be offered at this school?

<b>PROGRAMS OFFERED</b>	<b>YES</b>	<b>NO</b>
Art	<b>x</b>	
Computer Technology	<b>x</b>	
Music	<b>x</b>	
Physical Education Classes	<b>x</b>	
Vocational or Career Technical Education		<b>x</b>
World Languages		<b>x</b>

**OTHER**

- 31. Please submit a copy of the school’s student handbook or similar guidelines to be provided to students and parents.
- 32. Please submit a copy of the school’s grievance policy or procedures to address complaints concerning bullying, teacher misconduct and payment of tuition when a student leaves the school.
- 33. Will this school submit to the NH Department of Education on or before October 15<sup>th</sup> each year, the school’s average daily membership in attendance, fall enrollment and teacher staff numbers in accordance with RSA 189:28? Yes.
- 34. Please indicate:
  - 1) How the school will keep student records secure and safe; and
  - 2) Where student records will be stored if the school closes. \*\*

(We recommend records be sent to the local school administrative unit or the Department of Education.)
- 35. Will your school require students to be immunized prior to enrollment and maintain the results in the students’ records as required by RSA 141-C:20a? Yes \*\*
- 36. Please submit a brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 200:32, Physical Exam of Pupils, requiring a complete physical examination by a licensed physician, physician’s assistant or advanced practice registered nurse of each child upon entry into school for the first time. See attached.
- 37. Please submit a brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 189:10, Health Studies, requiring health and physical education be taught especially as they relate to the effects of alcohol and other drugs, child abuse, HIV/AIDS and STDs on the human system. See attached.
- 38. Please provide a brief description below for those services which will be provided. See attached.

<b>Services</b>
Nurse or other medical support:
Transportation services including to and from school, field trips and extracurricular activities:
Food Services:
Library:

- 39. Will your school develop an Emergency Response Plan as required by RSA 189:64 (attached)? Yes \*\*
- 40. If your school will have an Automated External Defibrillation (AED), it must be registered as required by RSA 153-A:32.  
The school will have an AED on campus and will ensure it is registered with the appropriate authorities.

## **Grade 9 Reading Literature Standards**

### Key Ideas and Details:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- By the end of grade 9, read and comprehend literary nonfiction in the grade 9 text with scaffolding utilized as needed.

### Craft and Structure:

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### Integration of Knowledge and Ideas:

- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

### Range of Reading and Level of Text Complexity:

- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Grade 9 Reading Informational Text Standards**

### Key Ideas and Details:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure:

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas:

- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

### Range of Reading and Level of Text Complexity:

- By the end of grade 9, read and comprehend literary nonfiction in the grade 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Grade 9 Writing Standards**

Text Types and Purposes:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### Production and Distribution of Writing:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### Research to Build and Present Knowledge:

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Grade 9 Language Standards**

Conventions of Standard English:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use parallel structure.
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.
- Spell correctly.

Knowledge of Language:

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
- Vocabulary Acquisition and Use:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Grade 9 Speaking and Listening**

### Comprehension and Collaboration:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

## **Grade 9 Math**

**NUMBER AND QUANTITY: Extend the properties of exponents to rational exponents**

- Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define  $5^{1/3}$  to be the cube root of 5 because we want  $(5^{1/3})^3 = 5(1/3)^3$  to hold, so  $(5^{1/3})^3$  must equal 5

- Rewrite expressions involving radicals and rational exponents using the properties of exponents.  
Use properties of rational and irrational numbers

- Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational

Reason quantitatively and use units to solve problems

- Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

- Define appropriate quantities for the purpose of descriptive modeling.

- Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Perform arithmetic operations with complex numbers

- Know there is a complex number  $i$  such that  $i^2 = -1$ , and every complex number has the form  $a + bi$  with  $a$  and  $b$  real.

- Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

- (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

- Represent complex numbers and their operations on the complex plane.

- (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

- (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example,  $(-1 + \sqrt{3}i)^3 = 8$  because  $(-1 + \sqrt{3}i)$  has modulus 2 and argument  $120^\circ$ .*

- (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

- Use complex numbers in polynomial identities and equations.

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- Solve quadratic equations with real coefficients that have complex solutions.
- (+ ) Extend polynomial identities to the complex numbers. *For example, rewrite  $x^2 + 4$  as  $(x + 2i)(x - 2i)$ .*
- (+ ) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Represent and model with vector quantities.

- (+ ) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g.,  $v$ ,  $|v|$ ,  $\|v\|$ ,  $v$ ).
- (+ ) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
- (+ ) Solve problems involving velocity and other quantities that can be represented by vectors.

Perform operations on vectors

- (+ ) Add and subtract vectors.
- Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
- Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
- Understand vector subtraction  $v - w$  as  $v + (-w)$ , where  $-w$  is the additive inverse of  $w$ , with the same magnitude as  $w$  and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
- (+ ) Multiply a vector by a scalar.
- Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as  $c(v_x, v_y) = (cv_x, cv_y)$ .
- Compute the magnitude of a scalar multiple  $cv$  using  $\|cv\| = |c|v$ . Compute the direction of  $cv$  knowing that when  $|c|v \neq 0$ , the direction of  $cv$  is either along  $v$  (for  $c > 0$ ) or against  $v$  (for  $c < 0$ ).

Perform operations on matrices and use matrices in applications

- (+)  
Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
- (+)  
Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
- (+)  
Add, subtract, and multiply matrices of appropriate dimensions.
- (+)  
Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
- (+)  
Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
- (+)  
Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
- (+)  
Work with  $2 \times 2$  matrices as a transformations of the plane, and interpret the absolute value of the determinant in terms of area.

ALGEBRA: Interpret the structure of expressions

- Interpret expressions that represent a quantity in terms of its context.\*
- Interpret parts of an expression, such as terms, factors, and coefficients.
- Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .
- Use the structure of an expression to identify ways to rewrite it. For example, see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .

Write expressions in equivalent forms to solve problems

- Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.\*
- Factor a quadratic expression to reveal the zeros of the function it defines.

- Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15t$  can be rewritten as  $(1.151/12)^{12t} \approx 1.012^{12t}$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
- Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.\*

#### Perform arithmetic operations on polynomials

- Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
- Understand the relationship between zeros and factors of polynomials.
- Know and apply the Remainder Theorem: For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .
- Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

#### Use polynomial identities to solve problems

- Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity  $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$  can be used to generate Pythagorean triples.
- (+) Know and apply the Binomial Theorem for the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients determined for example by Pascal's Triangle.<sup>1</sup>

#### Rewrite rational expressions

- Rewrite simple rational expressions in different forms; write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.

- (+)  
Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Create equations that describe numbers or relationships

- Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .

Understand solving equations as a process of reasoning and explain the reasoning

- Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- Solve equations and inequalities in one variable.
- Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Solve quadratic equations in one variable

- Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.
- Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the

equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

### Solve systems of equations

- Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
  - Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
  - Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ .
- (+) Represent a system of linear equations as a single matrix equation in a vector variable.
- (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension  $3 \times 3$  or greater).

### Represent and solve equations and inequalities graphically

- Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- Explain why the  $x$ -coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.\*
- Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

### FUNCTIONS: Understand the concept of a function and use function notation

- Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .

- Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ .

Interpret functions that arise in applications in terms of the context

- For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.\*
- Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.\*
- Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.\*

Analyze functions using different representations

- Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.\*
- Graph linear and quadratic functions and show intercepts, maxima, and minima.
- Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
- Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
- (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
- Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

- Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)12^t$ ,  $y = (1.2)^t/10$ , and classify them as representing exponential growth or decay.
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

#### Build a function that models a relationship between two quantities

- Write a function that describes a relationship between two quantities.\*
- Determine an explicit expression, a recursive process, or steps for calculation from a context.
- Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
- (+) Compose functions. For example, if  $T(y)$  is the temperature in the atmosphere as a function of height, and  $h(t)$  is the height of a weather balloon as a function of time, then  $T(h(t))$  is the temperature at the location of the weather balloon as a function of time.
- Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.\*

#### Build new functions from existing functions

- Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Find inverse functions

- Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse. For example,  $f(x) = 2x^3$  or  $f(x) = (x+1)/(x-1)$  for  $x \neq 1$ .
- (+ ) Verify by composition that one function is the inverse of another.
- (+ ) Read values of an inverse function from a graph or a table, given that the function has an inverse.
- (+ ) Produce an invertible function from a non-invertible function by restricting the domain.
- (+ ) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

LINEAR, QUADRATIC, & EXPONENTIAL MODELS: Construct and compare linear, quadratic, and exponential models and solve problems

- Distinguish between situations that can be modeled with linear functions and with exponential functions.
- Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
- Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
- For exponential models, express as a logarithm the solution to  $ab^ct = d$  where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$ ; evaluate the logarithm using technology.

Interpret expressions for functions in terms of the situation they model

- Interpret the parameters in a linear or exponential function in terms of a context.

TRIGONOMIC FUNCTIONS: Extend the domain of trigonometric functions using the unit circle

- Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
- Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
- (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for  $\pi/3$ ,  $\pi/4$  and  $\pi/6$ , and use the unit circle to express the values of sine, cosine, and tangent for  $x$ ,  $\pi + x$ , and  $2\pi - x$  in terms of their values for  $x$ , where  $x$  is any real number.
- (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Model periodic phenomena with trigonometric functions

- Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.\*
- (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
- (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.\*

Prove and apply trigonometric identities

- Prove the Pythagorean identity  $\sin^2(\theta) + \cos^2(\theta) = 1$  and use it to find  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  given  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  and the quadrant of the angle.
- (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

GEOMETRY: Experiment with transformations in the plane

- Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other

points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

- Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

- Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

- Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

#### Understand congruence in terms of rigid motions

- Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

- Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

- Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

#### Prove geometric theorems

- Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*

- Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to  $180^\circ$ ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*

- Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

Make geometric constructions

- Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).  
*Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
- Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

GEOMETRY: Understand similarity in terms of similarity transformations

- Verify experimentally the properties of dilations given by a center and a scale factor:
- A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
- The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
- Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
- Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

- Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
- Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

- Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
- Explain and use the relationship between the sine and cosine of complementary angles.

- Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.\*

Apply trigonometry to general triangles

- (+)  
Derive the formula  $A = \frac{1}{2} ab \sin(C)$  for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
- (+)  
Prove the Laws of Sines and Cosines and use them to solve problems.
- (+)  
Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Understand and apply theorems about circles

- Prove that all circles are similar.
- Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
- Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
- (+)  
Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles

- Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Translate between the geometric description and the equation for a conic section

- Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
- Derive the equation of a parabola given a focus and directrix.
- (+)  
Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

Use coordinates to prove simple geometric theorems algebraically

- Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point  $(1, \sqrt{3})$  lies on the circle centered at the origin and containing the point  $(0, 2)$ .
- Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
- Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
- Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.\*

Explain volume formulas and use them to solve problems

- Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
- (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
- Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.\*

Visualize relationships between two-dimensional and three-dimensional objects

- Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Apply geometric concepts in modeling situations

- Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).\*
- Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).\*
- Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).\*

**STATISTICS & PROBABILITY: Summarize, represent, and interpret data on a single count or measurement variable**

- Represent data with plots on the real number line (dot plots, histograms, and box plots).
- Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

**Summarize, represent, and interpret data on two categorical and quantitative variables**

- Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
- Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
- Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
- Informally assess the fit of a function by plotting and analyzing residuals.
- Fit a linear function for a scatter plot that suggests a linear association.

**Interpret linear models**

- Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- Compute (using technology) and interpret the correlation coefficient of a linear fit.
- Distinguish between correlation and causation.

**Understand and evaluate random processes underlying statistical experiments**

- Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies
- Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Understand independence and conditional probability and use them to interpret data

- Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
- Understand that two events  $A$  and  $B$  are independent if the probability of  $A$  and  $B$  occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
- Understand the conditional probability of  $A$  given  $B$  as  $P(A \text{ and } B)/P(B)$ , and interpret independence of  $A$  and  $B$  as saying that the conditional probability of  $A$  given  $B$  is the same as the probability of  $A$ , and the conditional probability of  $B$  given  $A$  is the same as the probability of  $B$ .
- Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*

•Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events

•Find the conditional probability of  $A$  given  $B$  as the fraction of  $B$ 's outcomes that also belong to  $A$ , and interpret the answer in terms of the model.

•Apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.

•(+ Apply the general Multiplication Rule in a uniform probability model,  $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$ , and interpret the answer in terms of the model.

•(+ Use permutations and combinations to compute probabilities of compound events and solve problems.

Calculate expected values and use them to solve problems

•(+ Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

•(+ Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

•(+ Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.

•(+ Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?

Use probability to evaluate outcomes of decisions

- (+)  
Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
- Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.
- Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.
- (+)  
Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
- (+)  
Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

## **Science Standards, Grade 9, Next Generation Science**

### **PHYSICAL SCIENCE**

#### **Structure and Properties of Matter**

- Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
- Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
- Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
- Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

#### **Chemical Reactions**

- Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

- Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
- Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
- Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

### **Forces and Interactions**

- Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
- Apply science and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.
- Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

### **Energy**

- Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).
- Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more

uniform energy distribution among the components in the system (second law of thermodynamics).

- Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

### **Waves and Electromagnetic Radiation**

- Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

- Evaluate questions about the advantages of using digital transmission and storage of information.

- Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

- Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

- Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

## **LIFE SCIENCE**

### **Structure and Function**

- Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.

- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

- Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

### **Matter and Energy in Organisms and Ecosystems**

- Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

- Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.
- Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
- Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

### **Interdependent Relationships in Ecosystems**

- Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
- Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

### **Inheritance and Variation of Traits**

- Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
- Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

- Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
- Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

### **Natural Selection and Evolution**

- Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

## **EARTH AND SPACE SCIENCES**

### **Space Systems**

- Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
- Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
- Communicate scientific ideas about the way stars, over their life cycle, produce elements.
- Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

### **History of Earth**

- Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

### **Earth's Systems**

- Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
- Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

### **Weather and Climate**

- Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

### **Human Sustainability**

- Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

- Create a computational simulation to illustrate the relationships among the management of natural resources, the sustainability of human populations, and biodiversity.
- Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

## **ENGINEERING, TECHNOLOGY, AND APPLICATIONS OF SCIENCE**

### **Engineering Design**

- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

## **Social Studies: Civics and Government**

### **The Nature and Purpose of Government:**

- Identify the structures and functions of government at various levels, e.g., county—role of the sheriff's office, or nation—role of providing the defense of the country.
- Examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission regulations on television broadcast standards or local public hearings on zoning regulations.

- Evaluate how the purposes of government have been interpreted , e.g., promoting the general welfare or protection of private property.
- Explain how in the United States legitimate authority derives from custom, law and consent of the governed, e.g., the Mayflower Compact or local curfews.

### **Structure and Function of US and NH Government:**

- Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities.
- Analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson.
- Describe the roles and responsibilities of the United States and New Hampshire judicial systems, e.g., resolution of conflict between states or New Hampshire Legislature's use of advisory opinions from the New Hampshire Supreme Court.
- Evaluate how individual rights have been extended in the United States, e.g., Truman's integration of the Armed Services or the Miranda decision.

### **The World and the United States' Place In It:**

- Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues, e.g., intellectual property rights or global warming.
- Discuss the relationship between domestic and foreign policy, e.g., farm subsidies or the impact of the 2003 Iraq war on the United Kingdom, the United States, and Spain.
- Discuss the impact of United States' contributions to the ideals of democracy and representative government on world affairs., e.g., the United States Constitution or free elections.

### **Rights and Responsibilities:**

- Demonstrate responsible practices within the political process, e.g., taking civic action.
- Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties, e.g., writing letters to the editor or participating in town meetings.

- Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens, e.g., writing letters to the editor or participating in town meetings.

## **Economics**

### **Economics and the Individual:**

- Examine the roles of workers and consumers in factor and product markets, e.g., how labor or private property can be used as a productive resource.
- Conceptualize how events in the business cycle impact individual lives, e.g., career or consumer choices.

### **Basic Economic Concepts:**

- Explain how the allocation of resources impact productivity and ultimately economic growth, e.g., worker migrations
- Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets.
- Interpret demand and supply schedules/graphs including the influences on price elasticity, e.g., the impact of downloading music from the internet.
- Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition, e.g., ease of entry and degree of price control.
- Analyze the similarities and differences among sole proprietorships, partnerships, and corporations, e.g., number of owners and financing options.

### **Cycles in the Economy:**

- Recognize the economic indicators that create or reflect changes in the business cycle, e.g., new home construction or number of unemployment claims.
- Explain the different types of inflation, e.g., cost-push or structural.
- Apply the consumer price index to demonstrate comparative values over time, e.g., the purchasing power of the dollar

- Explain the different types of unemployment, e.g., frictional or cyclical.

### **Financial Institutions and the Government:**

- Analyze the effect of government actions on financial institutions, e.g., securities and exchange regulations or the New Hampshire Banking Commission.
- Explain the components of the money supply, e.g., currency or money market accounts.
- Distinguish between monetary policy and fiscal policy and how they influence the economy, e.g., the reserve ratio or taxation.

### **International Economics and Trade:**

- Explain how comparative advantage affects trade decisions, e.g., importing steel or exporting capital equipment.
- Analyze the reasons for changes in international currency values, e.g., interest rates or the balance of trade.
- Examine how various national economic policies have led to changes in the international economy, e.g., mercantilism or privatization.

### **Personal Finance:**

- Compare the risk, rate of return, and liquidity of investment.
- Identify and analyze sources of consumer credit.
- Explain factors that affect creditworthiness and identify ways to avoid and correct credit problems.
- Explain factors that affect creditworthiness and identify ways to avoid and correct credit problems.

## **Geography**

### **The World in Spatial Terms:**

- Use graphic tools to depict geographic issues, e.g., ice production in the Philippines or voting patterns in the United States
- Demonstrate how mental maps reflect the human perception of places, e.g., people's decisions to migrate or attitudes towards other cultures.

- Analyze spatial interactions and models of spatial organization, e.g., trade flows between countries or location of industry in areas of low production costs.

**Places and Regions:**

- Discuss the changing meaning and significance of place, e.g., London as a Roman outpost in Britain or as the center of a global empire in the 1800s.
- Investigate how relationships between humans and the physical environment lead to the formation of ‘place,’ e.g., terracing of hillsides or oasis agriculture.
- Describe the structure of regional systems, e.g., how small cities are linked to larger cities.
- Utilize regions to analyze geographic issues, e.g., the cotton South v. the industrial North prior to the Civil War or tensions within the European Union.
- Recognize that places and regions serve as symbols for individuals and societies, e.g., Mecca or Salt Lake City.

**Physical Systems:**

- Explain the interaction of Earth's physical systems, e.g., tectonic forces that shape continents and ocean basins.
- Demonstrate the spatial variation in physical processes across Earth's surface, e.g., monsoon patterns or desertification.
- Illustrate the characteristics of different ecosystems, e.g., the location of temperate rain forests or the factors and processes involved in the formation of soils.
- Compare the carrying capacity of different ecosystems in relation to land use, e.g., steppe or savanna.
- Recognize the importance of ecosystems in people's understanding of environmental issues, e.g., the long-term effects of acid rain on water bodies or forest fires and management.

**Human Systems:**

- Identify world population trends in both numbers and patterns, e.g., urban development or the availability of water.
- Distinguish how culture traits shape the character of a region, e.g., Buddhism in Southeast Asia or the French language in Quebec.

- Recognize the increasing economic interdependence of the world's countries, e.g., the geographic consequences of an international debt crisis or the location of oil reserves.
- Classify the functions, sizes, and spatial arrangements of urban areas, e.g., how cities differ from towns and villages.
- Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales, e.g., the reunification of Germany or the Hutus and Tutsis in Rwanda.
- Identify economic activities in more developed or less developed countries and their evolution, e.g., primary, secondary, tertiary, and quaternary economic activities.

#### **Environment and Society:**

- Appraise the significance of the global impact of human modification of the physical environment, e.g., the dispersal of animal and plant species worldwide or soil degradation.
- Explain how changes in the physical environment can diminish its capacity to support human activity, e.g., the rainforests in central Africa or the Great Plains Dust Bowl.
- Consider how humans perceive and react to natural hazards, e.g., flood plains in New Hampshire or earthquake zones.
- Examine how the spatial distribution of resources affects patterns of human settlement, e.g., the creation of ghost towns in mining areas of Colorado or the growth of Johannesburg, South Africa.
- Explore how the use and development of natural resources use change over time, e.g., energy sources in Siberia or the changes in the use of petroleum.
- Evaluate the management and use of renewable, non-renewable, flow and potential resources, e.g., over fishing or recycling.

## **US/NH History**

#### **Political Foundations and Development:**

- Account for the rise and fall of political parties and movements and their impact, e.g., the Whig Party or the Progressive Movement.
- Analyze how religion has influenced the political life of the nation, e.g., the separation of church and state in early New Hampshire or the rise of the Moral Majority.

- Analyze the roots and application of the federal system of government by examining key documents and events, e.g., the Articles of Confederation or the New Deal.
- Examine the impact of sectionalism on national crises and United States government policies, e.g., Hartford Convention or Brown v. Board of Education.

**Contacts, Exchanges & International Relations:**

- Examine the role of New Hampshire in international diplomacy, e.g., the Webster- Ashburton Treaty or the Bretton Woods Economic Conference.
- Analyze how United States foreign policy has varied from periods of international involvement, to isolationism, to exerting power and dominance at different time periods, e.g., the French Revolution and Napoleonic Wars or the two World Wars.
- Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies, e.g., Jefferson’s Embargo Act or the Spanish American War.
- Determine the extent to which Manifest Destiny has been a driving force behind American ideology, e.g., Roger Williams and the founding of Rhode Island and the Providence Plantations or the Roosevelt Corollary to the Monroe Doctrine.
- Investigate United States involvement in and/or conflict with regional and international organizations, e.g., the League of Nations or the North Atlantic Treaty Organization (NATO)

**World Views and Value systems and their Intellectual and Artistic Expressions:**

- Evaluate how individuals have developed ideas that have profoundly affected American life, e.g., transcendentalism or relativism.
- Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., the impact of the Enlightenment on the founding of our nation or the Harlem Renaissance.
- Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., the impact of the Enlightenment on the founding of our nation or the Harlem Renaissance.
- Analyze the spread of American ideas and culture around the world using examples, e.g., the Bill of Rights or popular music.

**Economic Systems & Technology:**

- Analyze how westward movement led to increased personal opportunities and a more diverse economy as seen in events, e.g., the Northwest Ordinance or Alaskan statehood.
- Evaluate the impact of major developments and changes in American economic productivity, e.g., the factory system or the emergence of a service-based economy.
- Explain how the development of technology has both simplified and complicated work, e.g., the development of interchangeable parts or the “paperless” office
- Examine how economic interactions have occurred on an increasingly global scale, e.g., mercantilism or North American Free Trade Agreement ( NAFTA).
- Explain how the economy over time has shaped the distribution of wealth, e.g., the development of the middle class or the recent outsourcing of United States’ jobs.

## **World History**

### **Political Foundations and Developments:**

- Describe the development of different political systems, e.g., the city-state, nation-state or the European Union.
- Evaluate the strengths and weaknesses of international and regional political organizations, e.g., the Delian League, the United Nations or the Warsaw Pact.
- Analyze the impact of modern weapons of mass destruction on world relations during eras, e.g., the World Wars, the Cold War or contemporary times.
- Analyze the impact on political institutions of mass movements, e.g., the French Revolution, Taiping Rebellion, or anti-apartheid protest in South Africa.
- Evaluate the influence of religion on political systems, e.g., priestesses in Sumeria, Hinduism in Southeast Asia, or Islam in Africa. 1E: Cultural Development, Interaction, and Change.

### **Contacts, Exchanges & International Relations:**

- Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas, e.g., Arab traders in Africa, Europeans to Australia and Micronesia, or Western business representatives in East Asia.
- Evaluate how military encounters have often led to cultural exchanges, e.g., T’ang expansion, Mongol conquests, or World War II.

- Assess the impact of migrations of peoples on the receiving societies, e.g., Chinese to Southeast Asia, Europeans to Latin America, or formerly colonized peoples to Europe.
- Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts, e.g., arranged marriages between ruling families, the League of Nations, or nuclear non-proliferation treaties.

**World Views and Value systems and their Intellectual and Artistic Expressions:**

- Describe how people's differences in religion have often led to conflict in regions of the world, e.g., the Roman Empire, the Holy Land, or the Indian subcontinent.
- : Analyze how philosophic systems and social theories are powerful forces throughout history, e.g., Stoicism, neo-Confucianism, or liberation theology
- Examine how gender and ethnicity have been conceptualized in the arts, e.g., epic literature, African wood carvings, or film.
- Consider how art, music, and literature often reflect or influence major ideas, values and conflicts of particular time periods, e.g., pre-Columbian America, the Renaissance, or eras of intense nationalism.

**Economic Systems & Technology:**

- Analyze various systems of distributing wealth, e.g., feudalism, free market economies, or the welfare state.
- Analyze the impact of the Industrial Revolution around the world, e.g., the emergence of the factory system or the search for markets in Asia and Africa.
- Analyze the development and impact of various labor systems, e.g., slavery, the medieval guilds, or wage labor.
- Examine the development and impact of medical innovations, e.g., Buddhist hospitals, the discovery of germs, or stem cell research.
- Consider the relationship between weapons development and political or economic power, e.g., the horse-drawn chariot, gunpowder, or nuclear weapons.

**Social/Cultural:**

- Assess the impact of urbanization on the world environment, e.g., Rome or Sao Paulo.
- Examine the role and impact of religious ideas on daily life and social norms, e.g., rites of passage, personal morality, or dietary practices.

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- Analyze struggles for cultural continuity by Diaspora communities, e.g., ethnic Chinese, Jews, or Roma (gypsies).
- Examine gender roles in societies, e.g., ancient Athens, the Mali Empire, or contemporary Latin America.
- Determine the basis for ranking social groups within a given culture, e.g., religious knowledge, wealth, or military power.

## **History and Social Science Standards, Grade 1**

In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. The grade 1 curriculum continues to strengthen children's identity as American citizens.

### *United States Leaders, Symbols, Events, and Holidays*

- On a map of the United States, locate Washington, D.C. and identify it as the capital of the United States of America; locate Concord and identify it as the capital of New Hampshire.
- Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people.
- Identify and explain the meaning of American national symbols.
- Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as America the Beautiful, My Country, 'tis of Thee, God Bless America, and The Star Spangled Banner and explain the general meaning of the lyrics.
- Give reasons for celebrating the events or people commemorated in national and New Hampshire holidays. On a calendar for the current year, identify the months major holidays.
- Give reasons for noting the days that mark the changes in seasons.

### *Individuals, Families, and Communities Now and Long Ago*

- After reading or listening to folktales, legends, and stories from America and from around the world, describe the main characters and their qualities.
- After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods, describe their qualities or distinctive traits.
- Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.

## **History and Social Science Standards, Grade 2**

In second grade, children learn world and United States history, geography, economics, and government by studying more about who Americans are and where they came from. They explore their own family's history and learn about distinctive achievements, customs, events, places, or landmarks from long ago and from around the world. The main purpose of the grade 2 curriculum is to help students understand that American citizenship embraces all kinds of people, regardless of race, ethnicity, gender, religion, and national origin. American students come from all countries and continents in the world. A history and social science curriculum should help students acquire a common understanding of American history, its political principles, and its system of government in order to prepare them for responsible participation in our schools and civic life.

*Skills Addressed include:*

- On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica.
- Locate the current boundaries of the United States, Canada, and Mexico.
- Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans.
- Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile.
- Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains.
- Explain the difference between a continent and a country and give examples of each.
- On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from.
- With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today.
- With the help, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important.
- After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic)

## **History and Social Science Standards, Grade 3**

Using local historic sites, historical societies, and museums, third graders learn about the history of New Hampshire. They also learn the history of their own cities and towns and about famous people and events in New Hampshire's history. In addition, they read biographies of prominent New Hampshire people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to New Hampshire history.

### *New England and New Hampshire*

- On a map of the United States, locate the New England states and the Atlantic Ocean.
- On a map of New Hampshire, locate major cities and towns.
- Explain important political, economic, and military developments leading to and during the American Revolution.
- Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.
- After reading a biography of a historical person from New Hampshire, summarize the person's life and achievements.

### *Cities and Towns of New Hampshire*

- On a map of New Hampshire, locate the class's home town or city and its local geographic features and landmarks.
- Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.
- Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag.
- Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding.
- Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed.
- Give examples of goods and services provided by their local businesses and industries.

## **History and Social Science Standards, Grade 4**

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not studied in grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

*Learning Standards Include:*

*China:*

- On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains.
- Describe the topography and climate of eastern Asia, and explain how geography influenced the growth of Chinese civilization.
- Describe the ideographic writing system used by the Chinese and how it differs from an alphabetic writing system.
- Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder.
- Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler.
- Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense.
- After visiting a museum or conducting research, describe an animal, person, building, or design depicted in an ancient Chinese work of art.

*Regions of the United States*

- On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges.
- On a map of North America, locate the current boundaries of the United States. Locate New England, Middle Atlantic, Atlantic Coast/ Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico.
- Identify the states, state capitals, and major cities in each region.
- Describe the climate, major physical features, and major natural resources in each

region.

- Identify and describe unique features of the United States
- Identify major monuments and historical sites in and around Washington, D.C.
- Identify the five different European countries that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language.
- Describe the diverse nature of the American people by identifying the distinctive contributions to American culture.
- Identify major immigrant groups that live in New Hampshire and where they now live in large numbers.

### *Canada*

- On a map of North America, locate Canada, its provinces, and major cities.
- Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy.
- Describe the major ethnic and religious groups of modern Canada.
- Identify when Canada became an independent nation and explain how independence was achieved.
- Identify the location of at least two Native American tribes in Canada and the Inuit nation and describe their major social features.
- Identify the major language groups in Canada, their geographic location, and the relations among them.

### *Mexico*

- On a map of North America, locate Mexico and its major cities.
- Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy.
- Identify the language, major religion, and peoples of Mexico.
- Identify when Mexico became an independent nation and describe how independence was achieved.

## **History and Social Science Standards, Grade 5**

In grade 5, students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

### *Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700*

- Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them.
- Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.
- Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers.
- Explain why the Aztec and Inca civilizations declined in the 16th century.
- Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California.
- Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.
- Identify some of the major leaders and groups responsible for the founding of the original colonies in North America.
- Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans.
- Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World.

### *The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775*

- On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.
- Explain the causes of the establishment of slavery in North America.
- Identify the founders and the reasons for the establishment of educational institutions in the colonies.
- Explain the development of colonial governments and describe how these developments contributed to the Revolution.
- Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.

*The Revolution and the Formation of a Federal Government Under the Constitution, 1775-1789*

- Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence.
- Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.
- Describe the life and achievements of important leaders during the Revolution and the early years of the United States.
- Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure.
- Describe Shays’s Rebellion of 1786–1787 and explain why it was one of the crucial events leading to the Constitutional Convention.
- Identify the various leaders of the Constitutional Convention and describe the major issues they debated.

*The Principles and Institutions of American Constitutional Government*

- Describe the responsibilities of government at the federal, state, and local levels
- Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles.
- Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time
- Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791.
- Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today.

*The First Four Presidencies and the Growth of the Republic United States to 1820*

- Identify the changes in voting qualifications between 1787 and 1820, and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia.
- Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.
- Describe the expedition of Lewis and Clark from 1803 to 1806.
- Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States.
- Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism.
- Explain the importance of the China trade and the whaling industry to 19th century New England, and give examples of imports from China.
- Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier.
- Identify the key issues that contributed to the onset of the Civil War.

## **History and Social Science Standards, Grade 1**

In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. The grade 1 curriculum continues to strengthen children's identity as American citizens.

### *United States Leaders, Symbols, Events, and Holidays*

- On a map of the United States, locate Washington, D.C. and identify it as the capital of the United States of America; locate Concord and identify it as the capital of New Hampshire.
- Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people.
- Identify and explain the meaning of American national symbols.
- Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, and to sing national songs such as America the Beautiful, My Country, 'tis of Thee, God Bless America, and The Star Spangled Banner and explain the general meaning of the lyrics.
- Give reasons for celebrating the events or people commemorated in national and New Hampshire holidays. On a calendar for the current year, identify the months major holidays.
- Give reasons for noting the days that mark the changes in seasons.

### *Individuals, Families, and Communities Now and Long Ago*

- After reading or listening to folktales, legends, and stories from America and from around the world, describe the main characters and their qualities.
- After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods, describe their qualities or distinctive traits.
- Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.

## **History and Social Science Standards, Grade 2**

In second grade, children learn world and United States history, geography, economics, and government by studying more about who Americans are and where they came from. They explore their own family's history and learn about distinctive achievements, customs, events, places, or landmarks from long ago and from around the world. The main purpose of the grade 2 curriculum is to help students understand that American citizenship embraces all kinds of people, regardless of race, ethnicity, gender, religion, and national origin. American students come from all countries and continents in the world. A history and social science curriculum should help students acquire a common understanding of American history, its political principles, and its system of government in order to prepare them for responsible participation in our schools and civic life.

*Skills Addressed include:*

- On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica.
- Locate the current boundaries of the United States, Canada, and Mexico.
- Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans.
- Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile.
- Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains.
- Explain the difference between a continent and a country and give examples of each.
- On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from.
- With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today.
- With the help, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important.
- After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic)

## **History and Social Science Standards, Grade 3**

Using local historic sites, historical societies, and museums, third graders learn about the history of New Hampshire. They also learn the history of their own cities and towns and about famous people and events in New Hampshire's history. In addition, they read biographies of prominent New Hampshire people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to New Hampshire history.

### *New England and New Hampshire*

- On a map of the United States, locate the New England states and the Atlantic Ocean.
- On a map of New Hampshire, locate major cities and towns.
- Explain important political, economic, and military developments leading to and during the American Revolution.
- Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.
- After reading a biography of a historical person from New Hampshire, summarize the person's life and achievements.

### *Cities and Towns of New Hampshire*

- On a map of New Hampshire, locate the class's home town or city and its local geographic features and landmarks.
- Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.
- Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag.
- Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding.
- Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed.
- Give examples of goods and services provided by their local businesses and industries.

## **History and Social Science Standards, Grade 4**

In grade 4, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada. Teachers may choose to teach the standards on the geography and social characteristics of the nations in Central America and the Caribbean Islands. Teachers may also choose to have students study in the first half of the school year one early civilization. We recommend China because it is not studied in grade 7 and can be easily connected to the English language arts curriculum through its myths, legends, and folktales.

### *Learning Standards Include:*

#### *China:*

- On a map of Asia, locate China, the Huang He (Yellow) River and Chang Jiang (Yangtze) Rivers, and the Himalayan Mountains.
- Describe the topography and climate of eastern Asia, and explain how geography influenced the growth of Chinese civilization.
- Describe the ideographic writing system used by the Chinese and how it differs from an alphabetic writing system.
- Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder.
- Identify who Confucius was and describe his writings on good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler.
- Describe how the First Emperor unified China by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating with the use of slave labor large state building projects for irrigation, transportation, and defense.
- After visiting a museum or conducting research, describe an animal, person, building, or design depicted in an ancient Chinese work of art.

#### *Regions of the United States*

- On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges.
- On a map of North America, locate the current boundaries of the United States. Locate New England, Middle Atlantic, Atlantic Coast/ Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico.
- Identify the states, state capitals, and major cities in each region.
- Describe the climate, major physical features, and major natural resources in each

region.

- Identify and describe unique features of the United States
- Identify major monuments and historical sites in and around Washington, D.C.
- Identify the five different European countries that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language.
- Describe the diverse nature of the American people by identifying the distinctive contributions to American culture.
- Identify major immigrant groups that live in New Hampshire and where they now live in large numbers.

### *Canada*

- On a map of North America, locate Canada, its provinces, and major cities.
- Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy.
- Describe the major ethnic and religious groups of modern Canada.
- Identify when Canada became an independent nation and explain how independence was achieved.
- Identify the location of at least two Native American tribes in Canada and the Inuit nation and describe their major social features.
- Identify the major language groups in Canada, their geographic location, and the relations among them.

### *Mexico*

- On a map of North America, locate Mexico and its major cities.
- Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy.
- Identify the language, major religion, and peoples of Mexico.
- Identify when Mexico became an independent nation and describe how independence was achieved.

## **History and Social Science Standards, Grade 5**

In grade 5, students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

### *Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700*

- Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them.
- Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves.
- Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers.
- Explain why the Aztec and Inca civilizations declined in the 16th century.
- Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California.
- Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.
- Identify some of the major leaders and groups responsible for the founding of the original colonies in North America.
- Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans.
- Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World.

### *The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775*

- On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.
- Explain the causes of the establishment of slavery in North America.
- Identify the founders and the reasons for the establishment of educational institutions in the colonies.
- Explain the development of colonial governments and describe how these developments contributed to the Revolution.
- Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.

*The Revolution and the Formation of a Federal Government Under the Constitution, 1775-1789*

- Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence.
- Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.
- Describe the life and achievements of important leaders during the Revolution and the early years of the United States.
- Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure.
- Describe Shays's Rebellion of 1786–1787 and explain why it was one of the crucial events leading to the Constitutional Convention.
- Identify the various leaders of the Constitutional Convention and describe the major issues they debated.

*The Principles and Institutions of American Constitutional Government*

- Describe the responsibilities of government at the federal, state, and local levels
- Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles.
- Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time
- Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791.
- Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today.

*The First Four Presidencies and the Growth of the Republic United States to 1820*

- Identify the changes in voting qualifications between 1787 and 1820, and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia.
- Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.
- Describe the expedition of Lewis and Clark from 1803 to 1806.
- Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States.
- Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism.
- Explain the importance of the China trade and the whaling industry to 19th century New England, and give examples of imports from China.
- Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier.
- Identify the key issues that contributed to the onset of the Civil War.

JAN 03 2019

APPENDIX II-C

2/2/1 VII, A CRM

RULEMAKING NOTICE FORM

NOTE: ADDITIONAL NOTICE
See page one of the instructions regarding additional notice.

Notice Number 2019-4 Rule Number Ed 306.18(c)

1. Agency Name & Address: State Board of Education c/o Department of Education 101 Pleasant Street Concord, NH 03301 Consent
2. RSA Authority: RSA 189:1; RSA 189:24
3. Federal Authority:
4. Type of Action: Adoption Amendment X Repeal Readoption Readoption w/amendment

5. Short Title: School Year

- 6. (a) Summary of what the rule says and of any proposed amendments: Ed 306.18 addresses minimum standard for public school approval relative to the school year. Paragraph (c) of Ed 306.18 is being amended to address local school district concerns regarding rescheduling high school graduation dates because of snow and other emergency make-up days. The amendment allows schools to set the graduation date and not have to reschedule if there are more than 5 snow or emergency days in a school year.
6. (b) Brief description of the groups affected: Local school districts and their citizens are affected by these rules.
6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Table with 2 columns: Rule, State or Federal Statute or Federal Regulation Implemented. Row 1: Ed 306.18(c), RSA 189:1; RSA 189:24

APPENDIX II-C (Continued)  
RULEMAKING NOTICE FORM - Page 2

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps** Title: **Administrative Rules Coordinator**  
Address: **Department of Education** Phone #: **(603) 271-2718**  
**101 Pleasant Street** Fax#: **(603) 271-4134**  
**Concord, NH 03301** E-mail: **amanda.phelps@doe.nh.gov**  
TTY/TDD Access: Relay NH 1-800-735-2964  
or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **February 19, 2019**

Fax  E-mail  Other format (specify):

9. Public hearing scheduled for:

Date and Time: **February 14, 2019 at 10:00 a.m.**  
Place: **Department of Education, State Board Room, 101 Pleasant Street, Concord, NH 03301**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 18:228, dated 01/02/19

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

**Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the political subdivisions of the state. These rules clarify a process that is already in place regarding setting the graduation date for high school seniors. There is therefore no violation of Part I, Article 28-a.**

Fiscal Impact Statement for State Board of Education rules governing School Year. [Ed 306.18(c)]

**1. Comparison of the costs of the proposed rule(s) to the existing rule(s):**

There is no difference in cost when comparing the proposed rule to the existing rule.

**2. Cite the Federal mandate. Identify the impact on state funds:**

No federal mandate, no impact on state funds.

**3. Cost and benefits of the proposed rule(s):**

**A. To State general or State special funds:**

None.

**B. To State citizens and political subdivisions:**

None.

**C. To independently owned businesses:**

None.

Amend Ed 306.18(c), effective 3-27-14 (Doc. #10556), cited and to read as follows:

Ed 306.18 School Year.

(c) ~~The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.~~ ***The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year without consideration of making up lost time pursuant to Ed 306.18 (a)(4).***

**Appendix**

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.18(c)	RSA 189:1; RSA 189:24

Amend Ed 306.18(c), effective 3-27-14 (Doc. #10556), cited and to read as follows:

Ed 306.18 School Year.

(c) The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year without consideration of making up lost time pursuant to Ed 306.18 (a)(4).

**Appendix**

<b>Rule</b>	<b>State or Federal Statute or Federal Regulation Implemented</b>
Ed 306.18(c)	RSA 189:1; RSA 189:24

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APPENDIX II-C

12/21

RULEMAKING NOTICE FORM

NOTE: ADDITIONAL NOTICE
See page one of the instructions regarding additional notice.

Notice Number 2018-197 Rule Number Ed 505.08 and Ed 610.01

1. Agency Name & Address: State Board of Education c/o Department of Education 101 Pleasant Street Concord, NH 03301
2. RSA Authority: RSA 21-N:9, II(cc); RSA 186:11, X(e)
3. Federal Authority:
4. Type of Action: Adoption X, Amendment, Repeal, Readoption, Readoption w/amendment

5. Short Title: Code of Conduct Requirement

6. (a) Summary of what the rule says and of any proposed amendments: Ed 505.08 is being proposed in order to require all State Board of Education credential holders to certify that they have read and understand the code of conduct at the time that they apply for or renew a NH credential. Ed 610.01 is being proposed to require all NH educator preparation programs to require each graduate of a program to demonstrate evidence of an understanding of ethical decision making as it relates to the code of conduct specified in Ed 510.01 through Ed 510.05

6. (b) Brief description of the groups affected: NH State Board of Education credential holders and NH institutes of higher education that offer educator preparation programs are all affected by this rule.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Table with 2 columns: Rule, Statute. Rows: Ed 505.08 (RSA 21-N:9, II(cc); RSA 186:11, X(e)), Ed 610.01 (RSA 21-N:9, II(cc); RSA 186:11, X(e))

APPENDIX II-C (Continued)

RULEMAKING NOTICE FORM - Page 2

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps** Title: **Administrative Rules Coordinator**  
Address: **Department of Education** Phone #: **(603) 271-2718**  
**101 Pleasant Street** Fax#: **(603) 271-4134**  
**Concord, NH 03301** E-mail: **amanda.phelps@doe.nh.gov**  
TTY/TDD Access: Relay NH 1-800-735-2964  
or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **January 10, 2019 at the conclusion of the public hearing**

Fax  E-mail  Other format (specify):

9. Public hearing scheduled for:

Date and Time: **January 10, 2019 at 9:30 a.m.**

Place: **Department of Education, 101 Pleasant St., Concord, NH 03301  
State Board Room**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 18:207, dated 11/28/18

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

**Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state. These rules provide the requirements for credentialing and educator preparation programs. The credentialing and program approval procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues.**

Fiscal Impact Statement for State Board of Education rules governing Code of Conduct Requirement. [Ed 505.08 and Ed 610.01]

*See comment to Ed 610.01.*

**1. Comparison of the costs of the proposed rule(s) to the existing rule(s):**

There is no difference in cost when comparing the proposed rule to the existing rule.

**2. Cite the Federal mandate. Identify the impact on state funds:**

No federal mandate, no impact on state funds.

**3. Cost and benefits of the proposed rule(s):**

**A. To State general or State special funds:**

None.

**B. To State citizens and political subdivisions:**

None.

**C. To independently owned businesses:**

None.

Adopt Ed 505.08 to read as follows:

Unclear: Won't this require amendment of the application form?

Ed 505.08 Code of Conduct Requirements. All applicants for any credential or endorsement issued by the state board shall acknowledge an understanding and adherence to the code of conduct as specified in Ed 510.01 through Ed 510.05 at the time of application.

Adopt Ed 610.01 to read as follows:

Unclear: What is required in actual practice to demonstrate evidence of an understanding?

Ed 610.01 Code of Conduct Requirements. Each professional educator preparation program shall require each graduate of the program to demonstrate evidence of an understanding of ethical decision making as it relates to the code of conduct specified in Ed 510.01 through Ed 510.05.

Appendix I

Rule	Statute
Ed 505.08	RSA 21-N:9, II(cc); RSA 186:11, X(e)
Ed 610.01	RSA 21-N:9, II(cc); RSA 186:11, X(e)

Unclear and authority: The preparation program would not have authority over graduates of the program.

Fiscal Impact: It appears that this may impose requirements on the educator preparation program to offer instruction on ethical decision-making, and administer testing. If so, it would appear to have a cost not mentioned in the FIS.

STATE OF NEW HAMPSHIRE  
Inter-Department Communication

DATE: February 22, 2019

FROM:



Pamela Ellis  
Office of Legislative Budget Assistant  
State House, Room 102  
Concord, New Hampshire 03301

RE:

FIS 18:207 **Revised**

TO:

Amanda Phelps (amanda.phelps@doe.nh.gov)  
Department of Education  
101 Pleasant Street  
Concord, NH 03301

Attached is the fiscal impact statement listed above. It should be reviewed and then submitted to the Division of Administrative Rules, Office of Legislative Services, in accordance with the N.H. Rulemaking Manual dated July 2016.

Attachment

Fiscal Impact Statement for State Board of Education rules governing Code of Conduct Requirement. [Ed 505.08 and Ed 610.01]

**1. Comparison of the costs of the proposed rule(s) to the existing rule(s):**

When compared to existing rules, the proposed rules may increase costs to independently owned businesses by an indeterminable amount.

**2. Cite the Federal mandate. Identify the impact on state funds:**

No federal mandate, no impact on state funds.

**3. Cost and benefits of the proposed rule(s):**

**A. To State general or State special funds:**

None.

**B. To State citizens and political subdivisions:**

None.

**C. To independently owned businesses:**

The proposed rules require professional educator preparation programs to require each graduate to the program to demonstrate evidence of an understanding of ethical decision making. To the extent an independently owned business offers professional educator preparation programs and does not currently require graduates to demonstrate evidence of an understanding of ethical decision making, it could incur costs to implement this component into their offered program.

Adopt Ed 505.08 to read as follows:

Ed 505.08 Code of Conduct Requirements. All applicants for any credential or endorsement issued by the state board shall acknowledge an understanding and adherence to the code of conduct as specified in Ed 510.01 through Ed 510.05 at the time of application.

Adopt Ed 610.01 to read as follows:

Ed 610.01 Code of Conduct Requirements. Each professional educator preparation program shall require each ~~graduate~~ *student* of the program to demonstrate evidence of an understanding of ethical decision making as it relates to the code of conduct specified in Ed 510.01 through Ed 510.05.

**Appendix I**

<b>Rule</b>	<b>Statute</b>
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**You are applying for certification through Alternative 2.**

Please answer the following required questions of the Criminal History Disclosure Statement.

**Yes No Question**

- .....
1.   Have you ever been convicted of a felony?
  2.   Have you ever had a teaching certificate revoked?
  3.   Have you ever surrendered your teaching credential in any other state or country?
  4.   Are you currently being investigated in any other state?

.....

I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

By checking this box, I certify that I have read the Educator Code of Ethics.

[View Code of Ethics](#)

By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a credentialed educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential.

[View Code of Conduct](#)

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**Once you have answered the Background question click on the Next button.**

- Continue - Please continue the wizard.
- Cancel - Please cancel the wizard.