

**Winnacunnet Evening High School
Program of Studies
2017-2018**

Winnacunnet Evening High School



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Winnacunnet Evening High School Core Values and Beliefs

The Winnacunnet High School Community believes in educating the whole student by providing a flexible, engaging, and supportive atmosphere where learning is relevant and lifelong. Students are encouraged to work both collaboratively and independently to foster effective communication. We are committed to providing an education that promotes creativity, innovation, critical thinking, problem solving skills, and responsible decision making. We believe this will enable our students to become active, contributing citizens of their own communities. Our commitment to these beliefs will help prepare all students to achieve their full potential.

Winnacunnet Evening High School Mission Statement

The mission of the Winnacunnet Evening Program is to provide meaningful and relevant educational opportunities to empower all students to become independent lifelong learners, to assist individuals in reaching their academic potentials, and to guide students to become active participants in their communities.

Winnacunnet Evening High School Student Responsibilities

*According to the State of New Hampshire,
Department of Education, Adult High School*

Diploma Program Regulations require: Students must be enrolled in the Adult High School Program for at least one (1) semester in at least one (1) course before they are eligible to receive their adult diploma

Each student shall successfully complete a minimum program of twenty (20) units for Graduation.

Winnacunnet Evening High School Diploma Requirements

Please note: Students who have not completed the school's academic requirements for graduation may not participate in the graduation ceremony exercises. All students must earn the following credits and course requirements to obtain grade level status:

Credits required to graduate must include:

English	4 units (8 classes)
Mathematics	2 units (4 classes)
Science	2 units (4 classes)
Social Studies	1 unit (2 classes)

Physical Education/Wellness	.5 units (1 class)
Computer proficiency	1.5 units (1 class)
Economics	.5 units (1 class)
Civics	.5 units (1 class)
Electives	8 units (16 classes)

Extended Learning Opportunities (ELOs) Available at Winnacunnet Evening High School

ELOs are learning experiences that take place outside of the traditional classroom setting. These experiences may include, but are not limited to, independent work, educational travel, career exploration.

If a student takes an online course(s) for elective credit, upon successful completion of the course(s) from that institution(s), WHS will accept the credit as a WHS elective once an official transcript has been received. If a student takes an online course(s) to meet a WEHS graduation credit requirement, the online course must be approved in advance by the school director or guidance counselor. If approved, WEHS will accept the credit toward a WEHS course requirement once an official transcript has been received.

Grading guidelines at Winnacunnet Evening High School

Letter grades at Winnacunnet High School give structure to the grade reporting system by creating a uniform scale on which marks will be based. Numerical equivalents for letter grades have been designated and must be used by all staff members when determining a student’s grade. Pluses (+) and minuses (-) carry a numerical value. Letter grades at Winnacunnet Evening High School have the following numerical equivalent.

A+ = 97 – 100	A = 93 – 96	A- = 90 – 92
B+ = 87 – 89	B = 83 – 86	B- = 80 – 82
C+ = 77 – 79	C = 73 – 76	C- = 70 – 72
D+ = 67 – 69	D = 63 – 66	D- = 60 – 62
E = 0 – 59		“I” or “NC”, please refer to the explanations below.

Should a student lack sufficient evidence for assessment in one or more course competencies the

teacher may issue one of the following temporary grades:

“I”= Academic Incomplete: The student has not completed essential work for the course usually due to extenuating circumstances. Mastery of the course competencies and/or standards have not been fully demonstrated. The teacher will describe the work the student needs to accomplish and submit a final grade of “I” until such time as the work has been completed and assessed by the teacher. The student is responsible to work with the teacher who will issue a final grade within three weeks of the end of the trimester in which the incomplete grade was issued. A grade of incomplete may affect athletic eligibility.

“NC” = Academic Credit Recovery Plan: Students receiving an “NC” must have achieved a 60% or better average but have not demonstrated developing, proficient or advanced evidence for assessment of one or more of the course competencies. “NC” grades are assigned by the teacher. The teacher will inform the student and parents that the student will be receiving an “NC” by completing an academic contract form and this form will be sent home with the student’s report card explaining the No Credit process. The student’s administrator will discuss the NC prescription plan with the student. The student can complete the prescription plan after school or in summer school and the student will have until the end of the following trimester to complete the No Credit prescription plan. If a student does not complete the No Credit prescription plan by the end of the following trimester, a grade of “MU” will be issued. If this course fulfills a graduation requirement of any kind the student will be required to enroll in a credit recovery plan as approved by the department administrator or repeat the course. A grade of “NC” and/or “MU” may affect athletic eligibility.

504 Accommodations

Students with a physical or mental impairment that substantially limits a major life activity may be eligible for Section 504 accommodations or services. If you have questions about whether your child may be eligible for such services or any concerns about these services, please contact the director.

Hawley Library Media Services

The [Hawley Library Media Center](#) provides academic support and readers’ advisory service to students and faculty, with a commitment to information literacy and the utilization of technology to facilitate learning. The teaching staff is available to guide students through the inquiry process; to assist with information access and evaluation in a variety of formats; and to promote the responsible and ethical use of information.

In the support of academic objectives, the library provides:

- Reference materials in print and e-book format
- Nonfiction books in print, ebook and audio format
- Videos and DVDs
- Access to electronic (online) reference databases
- Technology support for Chromebook, iPad and other devices including password access and resets.
- Cameras, camcorders, audio recorders, and access to video editing software TVs, DVD and VHS players, and audio players
- Class presentation and one-on-one instruction in the areas of information literacy and technology
- Research assistance both in-person and online through the library website
- Direct instruction on the research process, avoiding plagiarism, web evaluation and effective use of databases

In the support of literacy and readers services, the library provides:

- Fiction and nonfiction books in print, ebook and audio format
- Magazines covering a broad range of interests
- Lexile matching for readability
- Laptop and desktop computers are available for use during library hours.

The Hawley Library is open 7 AM to 3:30 PM Monday through Friday, and can be opened upon arrangement (for class research) during evening school classes.

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HISET Prep program

- *Any day or evening students ages 16-18*
- *Day students transfer into the program instead of dropping out*
- *Strict attendance and participation agreements required*
- *Open enrollment*
- *Team meeting and application required*
- *Must meet reading and credit guidelines*
- *Weekly instruction in HISET exam preparation*
- *Classes meet 4 evenings per week*
- *Mandatory practice test required in all subjects*
- *Subject test mastery is required to take the 5 HISET subject tests*
- *Highly qualified teachers*
- *Tuition free*
- *Successful HISET exam completers receive a certificate, not a diploma*

WEHS Course Offerings and Competencies

Length of each course: 7 weeks

Audience for the course; grade, academic skill level: 11th and 12th grade +

Units(credit) for each course passed: .5

Art Courses

Art Course Competencies:

- Students will demonstrate responsibility through active participation in the classroom and contributing to a positive studio environment.
- Students will challenge themselves through practicing the process of problem solving.
- Students will demonstrate content knowledge through the use of the Elements of Art.
- Students will present final products that display strong craftsmanship and technical skill.

Art

This course is designed to introduce the student to the Elements of Art. The course is hands-on and emphasizes exploration, developmental skills and imagination. Students gain an understanding of the process of making art through project units such as perspective, color, three-dimensional design, and art history.

Science Courses

Science Course Competencies:

(Nature of Science) Students will demonstrate the role science has in our culture and can actively engage in scientific investigation.

(Stability) Change – Students will explain how living things, materials, and systems may remain constant, change at different rates, or exist in a dynamic equilibrium over time.

(Systems & Energy) Matter – Students will demonstrate that there is order and predictability in the universe which can be organized into systems and be outlined by laws and explained by evolving theories.

(Structure) Function – Students will demonstrate an understanding that the composition, structure, or shape of a living thing, material, or system is related to its function.

(Models) Explanations – Students will demonstrate the ability to use logic, models, evidence, and current knowledge to explain the world using written, visual, and/or mathematical methods.

(Scholarship) Students will demonstrate responsible behavior and preparedness for engaging in the pursuit of knowledge and understanding of science.

Ecology

The theme of this course is an appreciation and an understanding of the sometimes simple but usually complex interrelationships between living organisms (including humans) and their environment. Possible topics include ecosystem study/modeling, nature cycles, technology and its environmental consequences, environmental pollution, agricultural issues, global habitat changes, human interactions with plants and animals, environmental ethics, energy issues, world population, and the politics of environmental issues.

Marine Biology

This is a survey course designed to introduce invertebrate marine biology and ecology. Topics studied include taxonomy, ecology, plankton, algae, sponges, jellies, worms, mollusks, arthropods, and echinoderms. Students also participate in a Beach Cleanup.

Social Studies Courses

Social Studies Course Competencies:

(Research) Students will use a variety of reliable sources to understand how individuals, groups and societies interact through the use of reliable research to identify and understand a variety of key ideas and perspectives.

(Communication) Students will demonstrate the ability to listen and view critically, as well as demonstrate the ability to communicate purposefully and effectively - strategically making decisions about content, language use, and discourse style.

(Literacy) Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print sources, and also support claims and reasoning with sufficient written evidence for intended purpose and audience.

(Citizenship) Students will utilize critical thinking skills by analyzing the role of citizens as responsible members of interacting political and global communities which evolve and are impacted by unique history, physical environments, and a diversity of values and beliefs.

Civics

Foundations of Democracy focuses on helping students acquire the skills and knowledge necessary to become active contributing citizens. The fundamental premise of the course is that the responsibilities of citizenship are learned through practical engagement in community life. Students will critically examine both the promises and challenges of American democracy through a series of interactive activities ranging from classroom simulations to applications in real life. Students will research the U.S. Constitution and its origins, and examine the functions and responsibilities of government at the federal, state, and local levels. This course is required for graduation.

Economics

An Economic Way of Thinking explores the fundamental principles of how and why economic decisions are made on a personal, national, and international level. As students gain an understanding how scarce resources are utilized and distributed and why economic decisions are made, they will analyze the role that economic thinking plays in their daily lives. Students will examine the essential concepts necessary to evaluate options and make decisions utilizing an economic way of thinking. Topics covered will include opportunity cost, supply and demand, government regulation, personal finance, and the business cycle. The concluding unit will examine comparative economic systems with a focus on the underdeveloped world. The specific Economics course competencies (as aligned with State and National Standards) are as follows:

US History

U.S. History will explore the events, people, ideas and circumstances that formed the American nation. The development of the United States is followed from its beginnings as an agriculturally based infant Republic to its current position as an industrial/technological world power. Also studied is the impact that the various wars have had on United States culture and its place in the world.

World History

This course offers an opportunity to explore the early history of our world. In a largely non-western approach, students will explore the many fascinating civilizations, individuals, and events that influenced the foundations of human history from approximately 8000 BCE to 1450

CE. We will journey through ancient river valley civilizations such as Egypt and Mesopotamia, study the rise of dynastic China, the Mongols and Genghis Khan, explore the Silk Road with Marco Polo, examine the rise of Islam in the Middle East, investigate myths and legends surrounding the Aztecs, Incas, and Maya.

English Courses

English Course Competencies:

(Reading) Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary and informational texts.

(Writing) Students will demonstrate the ability to effectively write to convey ideas for a variety of purposes and audiences.

(Research) Students will engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

(Speaking and Listening) Students will demonstrate 1. The ability to speak purposefully and effectively, strategically making decisions about content, language use and discourse style and 2. Demonstrate the ability to listen and view critically for a variety of purposes.

English

The WEHS English will 1) teach students to use the language effectively in expressing ideas; 2) teach them to understand the language as others use it to communicate their thoughts. These two aims will be used to address the essential question of the course: "what determines who we are?"

Included in the course will be an introduction to the variety of genres of literature, the reinforcement of literary terms, as well as usage of proper writing conventions, composition, vocabulary development, and speech. Study skills will include test preparation tips, time-management techniques, and familiarity with information retrieval and research. Skill assignments and texts may vary according to the level of the course. Students will be placed in levels based on the placement process.

English Course Competencies

Students will:

- Read Accurately, with a curricular focus on:
 - Key Ideas and details
 - Craft and Structure

- o Integration of Knowledge and Ideas
 - o Range of Reading and Level of text Complexity
- Write Effectively, with a curricular focus on:
 - o Text types and Purposes
 - o Production and distribution of Writing
 - o Researching to Build and Present Knowledge
 - o Range of Writing
- Speak & Listen Actively, with a curricular focus on:
 - o Comprehension and Collaboration
 - o Presentation of Knowledge and Ideas
- Improve Language Skill, with a curricular focus on:
 - o Conventions of Standard English
 - o Knowledge of Language
 - o Vocabulary Acquisition and Use
 - o Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (Novels/ Plays).
 - o Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (Novels/ Plays).
 - o Analyze how and why individuals, events, and ideas develop and interact over the course of a text (Novels/Plays).
- **Craft and Structure**
 - o Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone (Direct Instruction).
 - o Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole (Direct Instruction).
 - o Assess how point of view or purpose shapes the content and style of a text (Class Discussion).
- **Integration of Knowledge and Ideas**
 - o Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take (Exploration of EQ).
 - o Range of Reading and Level of text Complexity
 - o Read and comprehend complex literary and informational texts independently and proficiently (SSR, Reading Assignments, Independent Reading).

Writing Anchor Standards:

- **Text types and Purposes**
 - o Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (5-paragraph Essay).
 - o Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (Personal Essay).
- **Production and distribution of Writing**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (In-Class Essays).
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Direct Instruction- Writing Process).
- Research to Build and Present Knowledge
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation (Pre-reading Research).
- Draw evidence from literary or informational texts to support analysis, reflection, and research (Essays Based on Novels).
- **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 (Writing Process).

Speaking & Listening Anchor Standards:

- **Comprehension and Collaboration**
 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively (Groupwork).
 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally (Book-Movie Comparison).

Language Anchor Standards:

- **Conventions of Standard English**
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (Personal Narrative).
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (Personal Narrative).
- **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 (Read a Variety of Texts: R&J, Odyssey, Novels).
- **Vocabulary Acquisition and Use**
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate (Vocabulary Associated with Literature).
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (Poetry Unit, R&J).

Public Speaking

The art of speaking comfortably before large and small audiences is the subject of this course. Knowledge of body language, anticipation of an audience response, and the ability to communicate orally will be taught. The course is designed to increase students' speaking confidence and skills, culminating with a unit introducing the debate process. The course will require students to speak in front of the class regularly with focus on eliminating performance anxiety, creating organized and effective speeches, and developing delivery skills.

Public Speaking Learning Outcomes:

Students will:

- identify and refine a topic.
- gather information from a variety of valid sources.
- synthesize information to create original work.
- explain multiple solutions to ethical dilemmas.
- speak purposefully before an audience.
- develop public speaking confidence.
- understand and demonstrate different forms of speeches.
- work collaboratively in a group setting.

Business Course

General Competencies

- Because all students will participate in the economic system, all students need to be literate in business.
- Because all students will encounter a business environment that is characterized by cultural diversity, all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because all students will need to use technology as a tool for personal, organizational and creative productivity, they need to hone the lifelong learning skills that will allow them to adapt to and manage technology effectively.
- Because all students will enter a workplace that is constantly changing, they need to explore and develop flexible career paths and confidence in their ability to adapt to a workplace that demands continuous human capital development.

Personal Finance

Do you know how much it would cost to pay off a \$5,000 credit card balance making only the minimum payment?...how to find the best auto insurance for the best price?...how to find the best investments to offer you a secure future? Are you getting ready to look for a job, an apartment, apply to college, or finance a car? Someday soon, high school will be behind you. Are you ready to make the healthy financial decisions that will affect you for the rest of your life? This class is designed to help you acquire the knowledge and skills that will set you off on a financially sound track toward your future. This course is necessary for every student! Learn to avoid tempting pitfalls that could affect your life for many years and to use resources that best serve you. Summary assessment includes the creation of a digital portfolio that highlights student's personal financial plan and ICT skills.

Personal Finance Course Competencies

Financial Responsibility and Decision Making

- Take responsibility for personal financial decisions.
- Find and evaluate financial information from a variety of sources.
- Summarize major consumer protection laws.
- Make financial decisions by systematically considering alternatives and consequences.
- Develop communication strategies for discussing financial issues.
- Control personal information.

II Income and Career: Use a career plan to develop personal income potential

- Explore career options.
- Identify sources of personal income.
- Describe factors affecting take-home pay.

III Planning and Money Management

- Develop a plan for spending and saving
- Develop a system for keeping and using financial records.
- Describe how to use different payment methods.
- Apply consumer skills to purchase decisions
- Consider charitable giving.
- Develop a personal financial plan.

IV Credit and Debt

- Identify the costs and benefits of various types of credit.
- Explain the purpose of a credit record and identify borrower's credit report rights.
- Describe ways to avoid or correct debt problems.
- Summarize major credit laws.

V Risk Management and Insurance

- Identify common types of risks and basic risk management methods.
- Explain the purpose and importance of property and liability insurance protection.
- Explain the purpose and importance of health, disability and life insurance protection.

VI Savings and Investing

- Discuss how savings contributes to financial well-being.
- Explain how investing builds wealth and helps meet financial goals.
- Evaluate investment alternatives.
- Describe how to buy and sell investments.
- Explain how taxes affect the rate of return on investments.
- Investigate how agencies that regulate financial markets protect investors.

Anticipated New Course Offerings:

Boat-Building

This boat building class will offer an experiential learning opportunity for WHS evening program students. The students will work together as a team to build a boat that can be displayed in the school upon completion. Students who complete this project will earn elective credits through the WHS Evening School. There may be some situations where students could earn credit for social studies or English.

The boat kit purchased from Chesapeake Light Craft will allow novice woodworkers to develop construction skills and produce a quality product. Students will utilize hand tools and learn stitch and glue boat building construction techniques. Additional real world skills utilized include math and reading skills, planning, teamwork, critical thinking, decision making, problem solving and communication.

Other

Woodworking

This is an entry level course designed to introduce the student to basic woodworking concepts and techniques. No prior woodworking knowledge is required. Students will become familiar with the structure of wood, basic hand and power tools, adhesives, clamping techniques, joinery, and wood finishing. Students will construct useful projects that reflect the skill level of the beginning woodworker. Through the kinds of experiences and knowledge gained in this course, students will begin to develop an appreciation of good design, craftsmanship, orderly procedures, and safe work habits. It is hoped that students will take pride in their individual accomplishments and develop proper work ethics.

Please note that this course has not been offered the past year due to unavailability of an instructor. We are still attempting to obtain a certified instructor for this class.