

The following materials are an addendum
to the presentation made by
Campbell High School
at the
New England Secondary School Consortium
(NESSC)
High School Redesign in Action Conference
on March 23, 2012

The Roadmap to Success: Competencies in the Classroom

Campbell High School

Litchfield, NH 03052

March 23, 2012

Presenters: Justin Ballou (social studies teacher), Shawn Flynn (mathematics department curriculum facilitator), Linda Frost (science department curriculum facilitator), Bob Manseau (principal), Laurie Rothhaus (assistant principal)

NESSC High School Redesign in Action

Four Points by Sheraton, Norwood, MA

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Campbell High School

Demographics

There are 496 students enrolled for the 2011-2012 school year. The student population is 1.2% Alaskan, 1% Asian, .8% Black, 2.6% Hispanic, 3.6% Mixed/Other, 92% White. 8.5% are designated as having special needs. ELL comprises less than 1%.

Grade 11 NECAP results (percentage of students scoring proficient and proficient with distinction): Reading – 85% (state average 77%), Math – 39% (state average 36%), Writing -39% (state average 46%)

Four year graduation rate is 99.5%. Annual Drop Out rate is 0.78%. NESSC Dropouts Only Rate is 1.36%. Two and four year college attendance rate is 20% + 63% = 83%.

Dual Enrollment: Southern New Hampshire University

Course Offerings

Notations:

- CP =College Preparatory
- H =Honors and Honors Option
- AP =Advanced Placement

English

- CP Community and the Individual
- CP/H American Studies
- H Honors American Studies
- CP Public Speaking and Speech Writing Reading Lab
- CP World Studies
- H Shakespeare
- CP Creative Writing
- CP Writing Workshop
- H Advanced Reading, Writing and Vocabulary
- CP Journalism
- H British Literature
- CP Short Story
- CP It's A Mystery
- H Pre-AP English
- AP English Literature
- CP/H Senior English

Social Studies

- CP Community and the Individual
- CP American Studies
- H Honors American Studies
- CP World Studies
- H Foreign Relations
- CP World Geography
- CP Law and Ethics
- The Economics of Recycling
- CP Psychology
- CP Sociology
- CP Contemporary Issues
- AP U.S. History
- H Lincoln Reconstructed

Math

- H Advanced Algebra II
- H Advanced Integrated Math III
- Advanced Math Topics
- CP Algebra II
- CP/AP Calculus
- CP Integrated Algebra
- CP Integrated Geometry
- CP Integrated Math III
- Practical Math for Consumers I
- Practical Math for Consumers II
- CP Pre-Algebra
- H Pre-Calculus
- CP Probability and Statistics
- CP Quantitative Reasoning

Consumer Science

- Introduction to Foods
- Creative Cooking
- Independent Living
- Marriage and Family
- Human Growth and Development

Music

- | | |
|-------------------------|------------------------|
| Chorus | Introduction to Guitar |
| Concert Choir / Band | Advanced Guitar |
| Music Exploration | Guitar Ensemble |
| Intro to World Drumming | Jazz Ensemble |
| H Adv. Studies in Music | Introduction to Acting |

Computer Education and Business Applications

- CP Accounting I and II
- CP Marketing
- Business Communications
- Computer Applications
- CP Multimedia Authoring
- CP Digital Publishing and Graphic Design
- H Computer Programming
- H Advanced Computer Programming
- H Website Design
- H Advanced Website Design

Science

- Basic Earth and Physical Science
- Basic Biology
- CP / H Biology
- CP Earth Science
- CP Physical Science
- CP / H Chemistry
- CP Conceptual Physics
- H Honors Physics
- CP / AP Environmental Science
- CP/H Human Anatomy and Physiology
- H Principles of Engineering
- CP Forensics
- CP Astrobiology

Foreign Language

- CP French I, II, III, IV, V
- CP Spanish I, II, III, IV, V
- AP Spanish

Health and Physical Education

- Health
- Grade 9 Physical Education
- Fitness for Life
- Personal Fitness—Strength Training
- Personal Fitness—Wellness
- H Operation Venture

Technology

- Basic Woodworking
- Advanced Woodworking
- Wood & Construction Technology
- Drafting
- Technology Design
- Electricity and Home Improvement

Visual Arts

- Studio Art
- Drawing
- Painting
- Photography I / II
- Crafts
- Ceramics/Sculpture/Portfolio Studio Art
- Graphic Arts / Advanced Graphic Arts

Vocational Courses (Offered at local area Vocational Schools)

- | | |
|-----------------------------------|-------------------------|
| Auto Technology | Forestry/Nat Resources |
| Building Trades | Graphic Design |
| Business Technology | Health Science |
| CADD | Horticulture Technology |
| Child Care | Multimedia Production |
| Computer Networking | Vet Science |
| Cosmetology | |
| Culinary Arts | |
| Diesel and Agricultural Equipment | |
| Electrical Trades | |

Campbell High School

2011-2012 Profile

1 Highlander Court
 Litchfield, New Hampshire 03052-8401
 Phone: 603-546-0300
 Fax: 603-546-0310
 www.campbellhs.org
 Guidance Phone: 603-546-0308
 Guidance Fax: 603-589-2459
 CEEB #: 300 337



Home of the Cougars

Robert C. Manseau..... Principal
 Laura A. Rothhaus..... Assistant Principal
 John Patterson.....Athletic Director
 Lisa M. Petry.....Guidance Director
 Jeffrey W. ParsonsGuidance Counselor
 Carolyn Ortiz.....Guidance Counselor

OUR COMMUNITY

Campbell High School is a comprehensive public high school serving the town of Litchfield, New Hampshire. The population of the school district is 1586 students. Litchfield, a semi-rural town located on the banks of the Merrimack River, is situated between the cities of Nashua and Manchester, New Hampshire.

SCHOOL DESCRIPTION

Campbell High School, which opened on September 5, 2000, has designed programming which reflects the community's high interest in academics and post-secondary education. CHS offers college preparatory, honors and special education classes, as well as vocational coursework. Campbell High School has worked to develop innovative programming which fosters academic success. In addition, we are proud of our standard-based assessment practices, our sophomore and senior service projects, and C.A.P. (Campbell Advisory Program.) These efforts encourage student ownership of their education, experiences and successes.

SCHOOL DATA

Public High School: Grades 9-12
Enrollment: 497
Faculty: 44
Senior Class: 117
School Year: 2 Semesters
School Day: AB Block schedule, 90 min. blocks

ACCREDITATION

The accrediting body for the Litchfield School District is the New England Association of Schools and Colleges. Campbell High School is an accredited member of NEASC.

SOPHOMORE & SENIOR PROJECTS

In an effort to encourage all students to see the connection between their personal interests and their responsibilities as citizens of Campbell High School and the community at large, CHS students must complete two projects prior to graduation in addition to all course work. The sophomore project is a service project which encompasses a minimum of 30 hours of work. The senior project requires a minimum of 40 hours of work focused on students taking the next step in acquiring skills or knowledge that will be integral to their future life plans. Both projects require documented records of all work and a presentation to the community of their accomplishments.

MATHEMATICS

It is the intention of the Campbell High School mathematics program to be integrated, but taught in a traditional sequence. The use of active inquiry and the development of problem-solving skills will be the focus. Students in the math program will demonstrate skills and knowledge associated with the core content. In the process, students will use the language of mathematics to express mathematical ideas through verbal and written communication.

SCIENCE

The ninth grade science requirement is one semester of earth science and one semester of physical science. Biology is the tenth grade science requirement. Campbell High School goes beyond the state requirement of two science credits requiring a third credit for the diploma. Students may choose from a variety of courses in order to fulfill their science requirement. Science instruction at Campbell High School emphasizes inquiry-based learning.

HUMANITIES

In the ninth and tenth grades, Campbell High School students approach the English and Social Studies coursework through an interdisciplinary format. Community and the Individual (9th grade) and American Studies (10th) use literature and the arts as an integral part of the study of historical time periods. Both disciplines require extensive writing, reading, speaking and researching.

Community and the Individual meets the State requirements for Social Studies for the study of government in the first semester and the study of economics in the second semester. Community and the Individual meets the State requirements for English. American Studies meets the State requirements for Social Studies for American History. American Studies meets the State requirements for American Literature.

HONORS OPTION

For those students who wish to challenge themselves beyond the general academic curriculum, CHS offers an Honors Option. Honors Option is a student-driven request in which the student and the teacher design 40 hours of additional, honors-level, programming for that class. Students may choose to complete an Honors Option in any class which is not already designated as an Honors or Advanced level course. This program allows Campbell High School to meet the needs of all learners by offering honors level programming in every class. On the transcript, Honors Option is designated as an "H" following the course title.

GRADING SYSTEM

CHS uses a standards-based grading system and all classes are weighted. This process is begun by establishing the essential skills and knowledge a student must achieve in order to receive credit for a given course. Final grades demonstrate the degree to which a student has mastered those skills and information. Campbell High School uses the following designations in grading:

- A = Distinguished Work
- B = Advanced Work
- C = Competent Work
- D = Limited Work
- F = No Credit Received
- I = Incomplete Work
- W/P = Withdrawal at a passing level
- W/F = Withdrawal at a failing level

Letter grades, which may also include + or - designations, correspond to the following numerical equivalents:

- A+ (97-100) = 4.33
- A (93-96) = 4.00
- A- (90-92) = 3.67
- B+ (87-89) = 3.33
- B (83-86) = 3.00
- B- (80-82) = 2.67
- C+ (77-79) = 2.33
- C (73-76) = 2.0
- C- (70-72) = 1.67
- D (65-69) = 1.0
- F (below 65) = 0.0
- F* = Attendance Failure

Students taking Honors Option, Honors Level, or Advanced Placement classes will have an additional .33 added to their grade.

SAT Scores - CHS Class of 2009

Critical Reading: 510 Avg. State Avg. 520
Mathematics: 509 Avg. State Avg. 524
Writing: 486 Avg. State Avg. 510

New Hampshire Scholars

Campbell High School partnered with New Hampshire Scholars during the 2007-2008 school year. NH Scholars is a community-based program that encourages students to take a more rigorous Core Course of Study in high school that will prepare them for both the workplace and additional education after high school. It is centered on academic achievement for a broad range of students and partners the school district with business and community leaders to reinforce the message to students.

GRADUATION REQUIREMENTS

Campbell High School Diploma: 24 Credits

English: 4 credits Computer Tech: 1 credit
Social Studies: 3 credits Phys. Ed: 1 credit
Math: 3 credits Art/Music 1 credit
Science: 3 credits Health: .5 credit
Electives: 7.5 credits
Advisory: 4 years of participation (no credit)
Sophomore Project: Pass Senior Project: Pass

COMPETENCY VALIDATION RUBRIC

	4	3	2	1
	The competency statement			
Relevance to Content Area <i>How does this competency statement align with standards, leading students to conceptual understanding of content?</i>	<p>...aligns with national, state, and/or local standards/ frameworks; areas may be combined or clustered for learning.</p> <p>...articulates, in a clear and descriptive way, what is important in understanding the content area.</p> <p>... connects the content to higher concepts.</p>	<p>...aligns with national, state, and/or local standards/ frameworks; areas may be combined or clustered for learning.</p> <p>...states what is important in understanding the content area</p> <p>...addresses conceptual content</p>	<p>...has beginning alignment with national, state, and/or local standards/frameworks.</p> <p>... is either too abstract or too specific in its content area focus.</p> <p>...is so granular as to obscure the connection to higher concepts.</p>	<p>... has little evidence of alignment with standards or frameworks</p> <p>... focus on content is factual in nature without connection to concepts</p>
Enduring Concepts <i>To what extent does this competency statement reflect enduring concepts?</i>	<p>...includes skills that are transferable across content areas and applicable to real-life situations.</p> <p>...requires an understanding of relationships between/among theories, principles, and/or concepts.</p>	<p>...includes skills that are transferable across content areas with real-life connections.</p> <p>...is based on concepts supported by topics and/or facts.</p>	<p>...is a statement specific to program/resource used.</p> <p>...is based on topics applicable to the course.</p>	<p>...is limited to scope and sequence of textbook/program/resource.</p> <p>...is very specific to facts in content.</p>
Cognitive Demand <i>What depth of knowledge does this competency statement promote?</i>	<p>...requires deep understanding of content as well as application of knowledge to a variety of settings.</p> <p>... asks students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation and defend their position or point of view through application of content.</p> <p>...promotes complex connections through creating, analyzing, designing, proving, developing, or formulating.</p>	<p>...reflects academic rigor and implies opportunities for students to apply knowledge in a variety of ways.</p> <p>...asks students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation.</p> <p>...promotes deep knowledge using reasoning, planning, interpreting, hypothesizing, investigating, or explaining.</p>	<p>...is limited in academic rigor and/or opportunities to apply knowledge.</p> <p>...asks students to show what they know in ways that limit their ability to build conceptual knowledge.</p> <p>...requires engagement of mental practices such as identifying, defining, constructing, summarizing, displaying, listing, or recognizing.</p>	<p>...asks for routine or rote thinking or basic recall, and lacks opportunities to apply knowledge</p> <p>...asks students to show what they know in simplistic ways.</p> <p>...requires recall of information, facts, definitions, and terms such as reciting, stating, recognizing, listing, reproducing memorizing or performing simple tasks or procedures.</p>
Relative to Assessment <i>To what extent does the competency statement promote opportunities for students to demonstrate evidence of learning?</i>	<p>... defines what is to be measured in clear and descriptive language.</p> <p>...promotes multiple and varied opportunities to demonstrate evidence of learning in interdisciplinary fashion.</p>	<p>...defines what is to be measured.</p> <p>...promotes either multiple or varied opportunities to demonstrate evidence of learning.</p>	<p>...Is disconnected from the product of learning.</p> <p>...implies limited opportunities to demonstrate evidence of learning.</p>	<p>...lacks description of what is to be measured.</p> <p>...implies limited opportunities to demonstrate evidence of learning or, evidence of learning is limited to recall rather demonstration.</p>

Robert Manseau

From: nhprincipals-bounces@list.nhste.org on behalf of Rose Colby [rosecolby@comcast.net]
Sent: Friday, April 23, 2010 6:06 AM
To: nhprincipals@list.nhste.org
Subject: [Nhprincipals] For High School Principals
Attachments: ATT61591.txt

Minimum standards passed in July of 2005 state, that "by the 2008-2009 school year, the local school board shall require that a high school have in place competency assessments for all courses offered through the high school" (Ed 306.27) and "by the 2008-2009 school year, the local school board shall require that a high school credit can be earned by demonstrating mastery of required competencies for the course, as approved by certified school personnel." (306.27) From school to school there has been a variety of competency models and assessment systems in place for course competencies. In response to requests from the field, the NH Department of Education asked that a group of teachers be convened to develop a course competency validation tool that could help guide schools in the competency development, writing, reviewing, and implementation effort. The group of teachers were from a number of different schools throughout the state who have different types of course competency statements. This competency validation work was supported by the Nellie Mae Foundation and facilitated at the Capital Area Center for Educational Support throughout four days of work. Research by Erickson, Stiggins, Wiggins and McTighe guided the development of the competency validation rubric.

The first draft of the rubric was then field tested by over 200 teachers who gave feedback on wording, formatting and content of the validation tool. A final draft of the competency validation tool went before the NH Board of Education last week and was approved for use.

The tool is designed to be used to review competency statements through the lenses of content, enduring nature, cognitive demand, and assessability. Using the rubric, each of these areas may be scored in comparison to detailed descriptors. The purpose is not to arrive at a 'passing' score but rather to analyze the strength of the competency statements when using each of the lenses.

The competency validation rubric will be disseminated as soon as possible, along with a Technical Advisory on its use. Schools may use it in their own work, and the NH Department of Education will use it in the school approval process as an instrument through which to frame feedback on the development and implementation of Ed 306.27.

As soon as the Technical Advisory is complete, I will share the tool and TA on this listserv. It will also be disseminated through the NH DOE's Key Messages and on the NHDOE website. In the meantime, questions can be sent to me, rosecolby@comcast.net or Mariane Gfroerer at the NH Department of Education at: mgfroerer@ed.state.nh.us

Core Competency Guidelines

The following are questions to keep in mind while creating a core competency.

1. Does the core competency represent a big idea? Is it a required skill or required knowledge needed to pass the class?
2. Is the core competency measurable?
3. Does it clearly describe in one sentence what students should know or be able to do?
4. Can you identify a category that a single or group of competencies can be described under?
5. Does the language of the core competency identify actions the students will be able to do as opposed to passive mastery of knowledge?
6. Is the competency used to measure a student's mastery of the knowledge / skills or outcomes?

The following are considerations to keep in mind while documenting core competencies.

1. Assessment considerations don't fall under a core competency definition although they are included in curriculum model.
2. List core competencies by semester.
3. List core competencies by category.
4. Teachers may separate or combine skills and knowledge in the core competency list.
5. Core competencies are optimally between 2 and 5 per semester.
6. There are multiple opportunities for practice, mastery, self-assessment, and assessment for a core competency.

Examples of Good Competencies:

Literary Content

Students will demonstrate an understanding of plot, theme, characterization, and symbolism of a variety of genres.

Communication

Students will be able to explain, defend, and evaluate conjectures and mathematical arguments.

Core Competency Assessment Rubric

	Distinguished	Needs Improvement
Format	<ul style="list-style-type: none"> • Core Competencies are limited to 2-5 bulleted items required to pass the class. • Core Competencies use the standard CHS template. 	<ul style="list-style-type: none"> • The list exceeds the required number of core competencies. • Core Competencies do not use the standard template.
Language	<ul style="list-style-type: none"> • Core Competencies consist of one-sentence descriptions that clarify the important ideas. • All stakeholders easily understand core Competencies. • Core Competencies use proper grammar and spelling. • Core Competencies use concrete verbs denoting action taken in competencies. 	<ul style="list-style-type: none"> • The core competencies include run-on sentences and/or are overly wordy. • Core competencies contain spelling and/or grammatical errors. • Core Competencies are not easily understood. • Stakeholders do not easily understand core competencies.
Content	<ul style="list-style-type: none"> • Core Competencies consist of required skills or required knowledge needed to attain understanding of subject area. • Core Competencies consist of measurable items. • Only core competencies are included. 	<ul style="list-style-type: none"> • Core Competencies are too broad or not broad enough in scope. • Core Competencies are not easily measurable. • List of core competencies includes assessment, assignment, or other extraneous information.

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Examples of Poor Competencies:

1. Know everything about cell biology.

(This is extremely broad in scope and it does not explain what students will be able to do with this knowledge or how they will be able to use the knowledge they learn. Lifetimes are spent by intelligent people and they have still not mastered "everything" that is known about cell biology.)

2. Students will develop skills, creative abilities and positive self-concepts in the communication of ideas related to language and language mastery.

(This is not focused enough on specific skills or what is going to be taught. It gives no foundation, which would guide a teacher in the development of the course curriculum. This is too broad in scope.)

3. Students will know that Sacojawea was a central character in the Lewis and Clark Expedition and she was integral in the success of this seminal exploration.

(This is too specific. It does not capture a big idea or skill. It is too specific to consider as a requirement to pass the class. It is not a big idea that later work in the same discipline is based on mastering.)

4. Students will learn to multiply fractions.

(A core competency should identify specific activities used to measure a student mastery of the knowledge or skill or outcome. Using the verb "learn" in a core competency does not express how one will know if the core competency has been adequately mastered.)

5. Students will develop and interpret fundamental knowledge in an activity-oriented laboratory instruction that reinforces life-long learning, systems processes and in-depth understanding.

(What does this really mean? Does it give a teacher any real direction about what is to be taught or have we reached a new plateau of edubabble? This does not offer adequate specificity in what is important in the teaching of this course.)

INVENTORY OF CONCRETE VERBS DENOTING ACTION TAKEN IN COMPETENCIES

The following suggested verbs are arranged in the six cognitive domains identified in Bloom's Taxonomy. From: <http://www.thecolloquium.com/Page5CoreModel.htm>

1. Knowledge	2. Comprehension	3. Application
arrange	classify	apply
define	describe	choose
duplicate	discuss	demonstrate
label	explain	dramatize
list	express	employ
memorize	identify	engage
name	indicate	illustrate
order	locate	interpret
recognize	record	operate
relate	report	practice
recall	restate	schedule
repea	review	sketch
reproduce	select	solve
	tell	transfer
	translate	use
4. Analysis	5. Synthesis	6. Evaluation
analyze	arrange	appraise
appraise	assemble	argue
calculate	collect	assess
categorize	compose	attach
compare	construct	choose
contrast	create	compare
convert	design	debate
criticize	formulate	defend
diagram	justify	estimate
differentiate	manage	evaluate
discriminate	organize	judge
distinguish	plan	predict
examine	prepare	rate
experiment	present	score
inventory	propose	select
question	set up	support
test	suggest	value
	summarize	
	write	

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Biology

Department: Science

Teacher: Frost, Orban

Grade level: 10

Description of Course:

Students taking Biology will investigate topics of ecology, cell structure, biochemical pathways, genetics, evolution, and the classification, structure, and function of living organisms. Laboratory activities will be used to reinforce these topics. This course meets the State requirements in biology and is required for graduation.

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

1. Work cooperatively in an atmosphere of mutual respect
2. Exhibit personal responsibility.
3. Work cooperatively in an atmosphere of mutual respect

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies and State Standards:

Semester 1

Cell Biology - Students will describe, orally or in a written format the structure and function of cells, and compare and contrast prokaryote and eukaryote cells.

LS 1 All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, and species).

Understanding Biodiversity - Students will examine and illustrate the complexity and diversity of life, its classification and integration.

LS 2 Matter cycles and energy flows through an ecosystem.

LS5 The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

Semester 2

Living Systems - Students will review the characteristics and properties of organisms, including their structure and function. The complexity and diversity of life will be examined by comparing and contrasting a variety of living organisms. Students will demonstrate their understanding both orally and in written assignments.

LS 1 All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, and species).

LS 2 Matter cycles and energy flows through an ecosystem.

Genetics and Evolution - Students will identify the basic mechanisms and outcomes of human hereditary and genetic engineering. Students will demonstrate their understanding and critical thinking skills by recognizing and predicting patterns and products of evolution, and its relationship to hereditary.

LS 3 Groups of organisms show evidence of change over time (structures, behavior, and biochemistry).

LS 4 Humans are similar to other species in many ways, and yet are unique among Earth's life forms.

LS5 The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

Scientific Research – Semester 1 and 2

Students will research, review and interpret current scientific developments and its ethical implications.

SPS1 – Scientific Inquiry and Critical Thinking Skills (INQ) SPS2 – Unifying Concepts of Science SPS3 – Personal, Social, and Technological Perspectives SPS4 – Science Skills for Information, Communication and Media Literacy

Scientific Technique and Investigation – Semester 1 and 2

Students will demonstrate scientific inquiry and its nature of science analysis in a laboratory investigation. They will produce individually work and also work cooperatively in group situations. Students are to demonstrate correct handling and safety techniques of laboratory equipment including accuracy in the dissection of specimens.

SPS1 – Scientific Inquiry and Critical Thinking Skills (INQ) SPS2 – Unifying Concepts of Science SPS3 – Personal, Social, and Technological Perspectives SPS4 – Science Skills for Information, Communication and Media Literacy

Suggested Texts and Media (Software, A/V, etc.):

1. Textbook and ancillary materials (concept development sheets, labs, etc.): *Biology*, Miller, Levine
2. DVD *Medicine Man* (Biosphere, biomes, global problems), *Double Helix* (DNA), *Dive to the Edge of Creation* (Chemosynthesis, biomes), *Gattaca* (human cloning and ethical issues)
3. Prentice Hall Test Bank and Generator software

The science curriculum at Campbell High School is a dynamic document, reflecting the nature of the subject. It addresses ever-changing areas of study, such as genetics and quantum physics, as well as the fundamentals, such as the Periodic table and Newton's Laws of Motion. Scientific Research is an important component for each course at Campbell. The analysis and interpretation of recent scientific information and articles will vary appropriately with grade level and course difficulty.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Due to religious or moral objections, alternative assignments may be available upon request. Please contact the classroom teacher for further details.

Suggested Instructional Strategies:

1. **Lecture and Demonstration** – Use of demonstration apparatus to guide student inquiry. For example, numerous biological specimens i.e. the "Raccoon quill Event" – students make predictions on what this item is used for and who does it belong to, followed by lab investigation to collect evidence to support their predictions. This brings the hypothetical-deductive inquiry into the forefront of the learning process. Lectures frequently revolve around what students think about certain concepts, i.e. Do Plants breath? This type of approach leads the teacher and student to discover the students alternate conceptions which can be addressed during the guided discovery learning process.
2. **Lab Investigation** – Exploratory or investigation labs allow students to ask their own questions about a particular concept. These labs have limited formal outcomes and are instead designed to elicit ideas from students. Students are also presented with labs that have expected outcomes. For example, students investigate the effect of temperatures on enzymes where students must construct an experiment in which they explore how varying temperatures affect the enzymes in potatoes. Individual assignments and cooperative work is required in the lab investigations.
3. **Lab, Evaluation** – Lab evaluations are both informal and formal. Students are expected to record data and make predictions both orally and in written lab formats. The labs are evaluated and assessed as part of the Lab Investigation and Techniques competency.
4. **Construction Project** – Modeling is a primary aspect of the sciences both as a predicting mechanism and a learning mechanism. For this reason we have instituted some projects that require students to construct models such as the "Plant Cell Model", as well as a hypothetical model of a animal or plant (that does not exist now) that could live in a harsh environment. Application of what students have learned about life is then applied with some creativity to what could possibly be. This leads to Hypothesis formation.
5. **Research Project** – Students will gain a broader understanding of the essence of scientific inquiry performing research for the purpose of writing an academically sound paper, as well as presenting their finding to the rest of the class in the form of a Power Point Presentation. This is specifically done in the Biome Project.

Suggested Assessment Strategies:

1. **Quiz / Test** – See Biology Test Generator Software. Multiple choice, true/false, or matching and open response (a mixture of problem solving, essay, and graphical analysis).
2. **Lab Report** – In order to demonstrate competency in the Scientific Investigation requirement, students communicate lab outcomes in basic formats appropriate for sophomores.
3. **Project** – Students are assessed on oral and written presentations.
4. **Informal Groupwork** – Various modes of formative assessment in which students work on a particular problem in groups of two to four. Groupwork encourages peer learning, strengthens topical skill sets through teaching, and promotes collaboration and community. Examples of groupwork include Data Analysis, Oral Presentations and **Problem Solving**.
5. **Notebooks** – Notebooks are periodically checked to ensure that students are taking accurate notes and retaining the appropriate materials and labs for future reference.

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Honors Chemistry

Department: Science

Teacher: Michael O'Keefe

Grade level: Juniors & Seniors

Description of Course:

Honors Chemistry is designed for college bound students who are interested in pursuing a major in the sciences and as such is only suitable for students who exhibit high levels of motivation, commitment, academic maturity and who are self-directed. Throughout this course, you will encounter scientific concepts and physical relationships expressed mathematically. Honors Chemistry presents a rigorous treatment of the following concepts: the nature of matter; The Quantum Model; The Kinetic Molecular Theory; bonding; the gas laws; chemical kinetics; chemical equilibrium; thermodynamics; acids and bases; oxidation-reduction; and an introduction to Organic and Nuclear Chemistry. Laboratory experiments will be used to reinforce the concepts covered. All enrolled students are expected to pick up a textbook and summer assignments before leaving in June. An exam will be given the first week in September on the assigned summer assignments. Students will use the web and other sources to research, analyze, and evaluate scientific advances, discoveries, current issues, or other topics of interest and in formal research reports will describe the impact they have had in the past or may have in the future.

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course

Civic/Social:

1. Work cooperatively in an atmosphere of mutual respect
2. Exhibit personal responsibility

Core Competencies and State Standards:

Scientific Knowledge I (Semester 1): Students will demonstrate their knowledge both orally and in writing. They will also demonstrate their understanding of the subject matter by exhibiting critical thinking and problem solving skills. The nature of matter; The Scientific Method; The Kinetic Molecular Theory; the atom and electron configurations; The Quantum Model; The Periodic Law and trends; the concept of the mole; chemical bonding; chemical formulas; chemical compounds; and chemical equations.

PS 1 All living and nonliving things are composed of matter having characteristics properties that distinguish one substance from another.

PS 2 Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.

PS4 The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

Scientific Knowledge II (Semester 2): Students will demonstrate their knowledge both orally and in writing. They will also demonstrate their understanding of the subject matter by exhibiting critical thinking and problem solving skills. Stoichiometry; the gas laws; solids/liquids and intermolecular forces; solutions; acids and bases; thermodynamics; chemical kinetics; and oxidation-reduction reactions.

PS 1 All living and nonliving things are composed of matter having characteristics properties that distinguish one substance from another.

PS 2 Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.

PS4 The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

Skill Competencies - Both Semesters

Scientific Investigation:

SPS1 – Scientific Inquiry and Critical Thinking Skills (INQ) **SPS2** – Unifying Concepts of Science **SPS3** – Personal, Social, and Technological Perspectives **SPS4** – Students will continue to develop the ability to analyze a problem and use the Scientific Method to find a solution. Students will perform standard laboratory experiments cooperatively and will also design their own experiments to reproduce the work of scientists who have made significant contributions to the field of chemistry. Students will explain the purpose for and the results of their work in formal laboratory reports. *Science Skills for Information, Communication and Media Literacy*

Scientific Research: Students will use the web and other sources to research, analyze, and evaluate scientific advances, discoveries, current issues, or other topics of interest and in formal research reports will describe the impact they have had in the past or may have in the future.

SPS1 – Scientific Inquiry and Critical Thinking Skills (INQ) **SPS2** – Unifying Concepts of Science **SPS3** – Personal, Social, and Technological Perspectives **SPS4** – Science Skills for Information, Communication and Media Literacy

Suggested Texts and Media (Software, A/V, etc.):

1. Textbook and ancillary materials (concept development sheets, labs, etc): *Modern Chemistry* by Raymond E. Davis, PH.D., H. Clark Metcalfe, John E. Williams, & Joseph E. Castka
2. Video/DVDs: *World of Chemistry* series
3. PASCO *Datastudio* software

The science curriculum at Campbell High School is a dynamic document, reflecting the nature of the subject. It addresses ever-changing areas of study, such as genetics and quantum physics, as well as the fundamentals, such as the Periodic table and Newton's Laws of Motion. Scientific Research is an important component for each course at Campbell. The analysis and interpretation of recent scientific information and articles will vary appropriately with grade level and course difficulty. We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Due to religious or moral objections, alternative assignments may be available upon request. Please contact the classroom teacher for further details.

Suggested Instructional Strategies:

1. **Laboratory Investigations** – Inquiry-based labs are used whenever feasible. In these, the students determine what question will be answered in the lab, research the topic, propose a hypothesis, plan the step-by-step procedure and determine what materials will be needed. Upon completion of the lab they write a formal lab report in which they are expected to graphically display and analyze their results and provide a detailed explanation of the reasoning that allowed them to reach a conclusion. For example, at the beginning of the year, students are asked to think of a question about a candle's chemical properties then design a lab to answer that question. Questions can range from, "What effect does wick length have on how long a candle burns?" to "How much oxygen does a candle use to burn?" to "Which type of candle burns hotter, paraffin or beeswax?" Each team must have a unique question and their lab must produce data that can be analyzed and graphed. They are provided with a lab report format as a guide.
2. **Lecture and Discussion** – Chemical concepts are presented, usually with the help of a PowerPoint presentation. A physical model or demonstration is employed whenever possible and practical applications are emphasized. Discussion is encouraged and often prompted by questioning of students during or following the presentation.
3. **Practice Time** – Lecture is frequently followed by an opportunity for students to practice or apply the concepts or calculations, usually via a worksheet or activity. This helps students convert the material from something they hear about to something they can use and manipulate.
4. **Activities, Explorations and Demonstrations** – In addition to formal labs, students are provided with a large variety of hands-on experiences to help illuminate chemistry concepts and calculations. These can be as brief as the Penny Activity, in which students see how many drops of water they can get on a penny before the surface tension breaks, to full-length labs that are not conducive to inquiry, so are guided by ready-made instructions and thought-provoking questions, such as the "Formula Weight of a Gas".
5. **Chemistry Research Project** – everything has a chemistry story behind it and this project lets students pick topics of interest to them and report back on the chemistry behind it. Popular topics are 'depression and neurotransmitters', 'the effect of steroids on the body', 'sun-tanning salons and the effects on the skin', 'gemstones', and 'the chemistry of fire.'
6. **Teamwork** – Students are expected to work cooperatively with a partner on their labs and are also encouraged to work together in class to compare strategies and offer mutual aid and insight.

Suggested Assessment Strategies:

1. **Tests and Quizzes** – Most chapter tests are a combination of multiple choice and problems. The types of problems depend upon the material in the chapter. They include questions like the correct use of math equations, writing ionic compounds given two ions, balancing reactions, solving stoichiometric questions, etc.
2. **Handout Completion** – Students can show their proficiency in a chapter by correct completion of the various handouts. These would include worksheets as well as activity/lab handouts.
3. **Lab write-ups** – Lab reports are an important tool in assessing student understanding of the concepts underlying the lab, as well as the ability to manipulate calculations appropriately and the student's lab skills.
4. **Class participation and groupwork** – This informal assessment tool often provides a unique insight into student understanding – or misunderstanding - displayed as students go about their work or labs. This has the added benefit of potentially being reinforced or corrected on the spot.
5. **Project Rubric**

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Algebra 1

Department: Mathematics

Teacher: Math Team

Grade level: 9 - 10

Description of Course:

Integrated Algebra 1 is a course that implements the shift from concrete basic skills to abstract algebraic representations. This course offers students the chance to explore the language of algebra in verbal, tabular, graphical, and symbolic forms. Problem-solving activities and applications encourage students to model and analyze patterns and relationships with variables and functions. Graphing calculators and computers are used as problem-solving tools. Topics include linear functions and graphs, writing and evaluating expressions, polynomials, exponent expressions, inequalities, and other traditional Algebra 1 topics.

School – Wide Expectations:

Academic:

1. Read, write, and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

1. Exhibit personal responsibility
2. Contribute to the stewardship of the community

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course

Core Competencies (as aligned with State Standards):

Concepts: Students will demonstrate skills and knowledge associated with the course content

M:N&O:HS:1 Demonstrates conceptual understanding of rational numbers by knowing why a real number is rational if and only if the number's decimal expansion eventually repeats or terminates.

M:N&O:HS:2 Demonstrates understanding of the relative magnitude of real numbers by solving problems that involve ordering or comparing elements of any subset of the real numbers.

M:N&O:10:2 Demonstrates understanding of the relative magnitude of real numbers by solving problems involving ordering or comparing rational numbers, common irrational numbers (e.g., $\sqrt{2}$, π), rational bases with integer exponents, square roots, absolute values, integers, or numbers represented in scientific notation using number lines or equality and inequality symbols.

M:N&O:HS:6 Uses a variety of mental computation strategies to solve problems (e.g., using compatible numbers, applying properties of operations, using mental imagery, using patterns) and to **determine the reasonableness of answers**.

M:N&O:HS:7 Makes estimates in a given situation (e.g., tips, discounts, tax, the value of a non-perfect square root or cube root) by identifying when estimation is appropriate, selecting the appropriate method of estimation; determining the level of accuracy needed given the situation; analyzing the effect of the estimation method on the accuracy of results; evaluating the reasonableness of solutions appropriate to GSEs across content strands.

M:G&M:10:5 Applies concepts of similarity by solving problems within mathematics or across disciplines or contexts.

M:F&A:HS:2 Demonstrates conceptual understanding of linear and nonlinear functions and relations. • Analyzes characteristics of classes of functions (polynomial, rational, and exponential) to include domain, range, intercepts, increasing and decreasing intervals and rates of change. • Understands one-to-one (injective) functions and that a function that is one-to-one has a converse that is also a function; and finds inverses algebraically and graphically. • Graphs polynomial, rational and exponential functions, including vertical and horizontal shifts, stretches, and compressions as well as reflections across vertical and horizontal axes. • Applies knowledge of functions to interpret and understand situations, design mathematical models, and solve problems in mathematics as well as in the natural and social sciences.

M:F&A:10:2 Demonstrates conceptual understanding of linear and nonlinear functions and relations (including characteristics of classes of functions) through an analysis of constant, variable, or average rates of change, intercepts, domain, range, maximum and minimum values, increasing and decreasing intervals and rates of change (e.g., the height is increasing at a decreasing rate); describes how change in the value of one variable relates to change in the value of a second variable; or works between and among different representations of functions and relations (e.g., graphs, tables, equations, function notation).

M:F&A:HS:3 Demonstrates conceptual understanding of algebraic expressions. • Manipulates, evaluates, and simplifies algebraic and numerical expressions. • Adds, subtracts, multiplies and divides polynomials and rational expressions. • Factors quadratic and higher degree polynomials.

M:F&A:10:3 Demonstrates conceptual understanding of algebraic expressions by solving problems involving algebraic expressions, by simplifying expressions (e.g., simplifying polynomial or rational expressions, or expressions involving integer exponents, square roots, or absolute values), by evaluating expressions, or by translating problem situations into algebraic expressions.

M:F&A:10:4 Demonstrates conceptual understanding of equality by solving problems involving algebraic reasoning about equality; by translating problem situations into equations; by solving linear equations (symbolically and graphically) and expressing the solution set symbolically or graphically, or provides the meaning of the graphical interpretations of solution(s) in problem solving situations; or by solving problems involving systems of linear equations in a context (using equations or graphs) or using models or representations.

M:DSP:10:1 Interprets a given representation(s) (e.g., box-and-whisker plots, scatter plots, bar graphs, line graphs, circle graphs, histograms, frequency charts) to make observations, to answer questions, to analyze the data to formulate or justify conclusions, critique conclusions, make predictions, or to solve problems within mathematics or across disciplines or contexts (e.g., media, workplace, social and environmental situations).

M:DSP:HS:4 Uses counting techniques to solve problems in context involving combination or permutations using a variety of strategies (e.g., nCr , nPr , or $n!$); and finds unions, intersections, and complements of sets.

M:DSP:10:4 Uses counting techniques to solve problems in context involving combinations or permutations using a variety of strategies (e.g., organized lists, tables, tree diagrams, models, Fundamental Counting Principle, or others).

Problem Solving: Students will “apply a variety of strategies... to solve mathematical problems” (NCTM, 2000).

M:N&O:HS:4 Accurately solves problems. • Interprets and computes with rational exponents and their relation to radicals, by hand in simple cases (e.g., $4^{3/2}$), and using a calculator when appropriate. • Interprets and computes in scientific notation with and without a calculator. • Solves compound interest problems using $A = P(1 + r/n)^n$, where n is finite.

M:N&O:10:4 Accurately solves problems involving rational numbers within mathematics, across content strands, disciplines or contexts (with emphasis on, but not limited to, proportions, percent's, ratios, and rates).

M:DSP:10:2 Analyzes patterns, trends, or distributions in data in a variety of contexts by determining, using, or analyzing measures of central tendency (mean, median, or mode), dispersion (range or variation), outliers, quartile values, estimated line of best fit, regression line, or correlation (strong positive, strong negative, or no correlation) to solve problems; and solve problems involving conceptual understanding of the sample from which the statistics were developed.

M:DSP:HS:3 Organizes and displays one and two-variable data using a variety of representations (e.g., box-and-whisker plots, scatter plots, bar graphs, line graphs, circle graphs, histograms, frequency charts, linear, quadratic, and exponential regression functions) to analyze the data to formulate or justify conclusions, make predictions, or to solve problems with or without using technology.

M:DSP:HS:6 In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, research, experimentation) and sampling techniques (e.g., random sample, stratified random sample) to collect the data necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the questions or hypotheses being tested while considering the limitations of the data that could affect interpretations; and when appropriate makes predications, asks new questions, or makes connections to real-world situations.

M:PRP:HS:1 Students will use problem-solving strategies to investigate and understand increasingly complex mathematical content and be able to: • Expand the repertoire of problem-solving strategies and use those strategies in more sophisticated ways. • Use technology whenever appropriate to solve real-world problems (e.g., personal finance, wages, banking and credit, home improvement problems, measurement, taxes, business situations, purchasing, and transportation). • Formulate and redefine problem situations as needed to arrive at appropriate conclusions.

M:PRP:HS:2 Students will use mathematical reasoning and proof and be able to: • Use informal and formal reasoning and proof to explain and justify conclusions.

Communication: Students will “use the language of mathematics to express mathematical ideas precisely” (NCTM, 2000).

M:CCR:HS:1 Students will communicate their understanding of mathematics and be able to: • Explain and justify their thinking and develop increasingly sophisticated questions for given problem-situations. • Critique and follow the logic of arguments presented within mathematics and across disciplines.

M:CCR:HS:2 Students will create and use representations to communicate mathematical ideas and to solve problems and be able to: • Choose appropriate representations and mathematical language (e.g., spreadsheets, geometric models, algebraic symbols, tables, graphs, matrices) to present ideas clearly and logically for a given situation.

M:CCR:HS:3 Students will recognize, explore, and develop mathematical connections and be able to: • Explain in oral or written form how mathematics connects to other disciplines, to daily life, careers, and society (e.g., geometry in art and literature, data analysis in social studies, and exponential growth in finance). • Explain multiple approaches that lead to equivalent results when solving problems.

Suggested Texts and Media (Software, A/V, etc.):

“Discovering Algebra, An Investigative Approach” by Key Curriculum Press
Full computer lab, one computer per student
Geometer's sketchpad software, Internet connection
Graphing calculators, TI-83 or TI 84 plus
Overhead teacher calculator and converter for classroom demonstration
Calculator Based Ranger (CBR), Calculator Based La System (CBL)
LCD projector

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

Suggested Instructional Strategies:

Lecture and Demonstration - Introduction to new material may at times include teacher directed guidance that shares the major components being studied.
Investigation - Students solve real-world problems as pairs from the textbook. Additional real-world problems are provided from other sources. Students will also use various manipulatives to aid in their understanding of material.
Whiteboard - Mini whiteboards are used by the students often to help with practice of key concepts. Students also use whiteboards to work on problems together focusing on collaborative learning.

Suggested Assessment Strategies:

Class discussions
Student questioning
Homework
Classwork
Math Journals
Projects
Quizzes
Tests
Final Exam

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Quantitative Reasoning Fall

Department: Mathematics

Teacher: Math Team

Grade level: 11 - 12

Description of Course:

This course is designed to guide students through problem-solving opportunities that exist when applying mathematical ideas to various situations. Students will explore an assortment of problems relating to how the business world uses mathematics to solve problems. Solution methods to the traveling salesman problems, scheduling, logic and linear programming will be explored. Students will practice for standardized tests, including the SAT and ACT. The Spring Quantitative Reasoning course is different and independent.

School – Wide Expectations:

Academic:

1. Read, write, and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

1. Exhibit personal responsibility
2. Contribute to the stewardship of the community

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course

Core Competencies (as aligned with State Standards):

Concepts: Students will demonstrate skills and knowledge associated with the course content

M:N&O:HS:6 Uses a variety of mental computation strategies to solve problems (e.g., using compatible numbers, applying properties of operations, using mental imagery, using patterns) and to determine the reasonableness of answers.

M:N&O:HS:7 Makes estimates in a given situation (e.g., tips, discounts, tax, the value of a non-perfect square root or cube root) by identifying when estimation is appropriate, selecting the appropriate method of estimation; determining the level of accuracy needed given the situation; analyzing the effect of the estimation method on the accuracy of results; evaluating the reasonableness of solutions appropriate to GSEs across content strands.

M:F&A:10:1 Identifies, extends, and generalizes a variety of patterns (linear and nonlinear) represented by models, tables, sequences, or graphs in problem solving situations.

M:DSP:10:1 Interprets a given representation(s) (e.g., box-and-whisker plots, scatter plots, bar graphs, line graphs, circle graphs, histograms, frequency charts) to make observations, to answer questions, to analyze the data to formulate or justify conclusions, critique conclusions, make predictions, or to solve problems within mathematics or across disciplines or contexts (e.g., media, workplace, social and environmental situations).

M:DSP:10:3 Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations required in M:DSP:10:1.

Problem Solving: Students will “apply a variety of strategies... to solve mathematical problems” (NCTM, 2000).

M:DSP:AM:3 Uses technology to explore the method of least squares and median-median for linear regression.

M:PRP:HS:1 Students will use problem-solving strategies to investigate and understand increasingly complex mathematical content and be able to: • Expand the repertoire of problem-solving strategies and use those strategies in more sophisticated ways. • Use technology whenever appropriate to solve real-world problems (e.g., personal finance, wages, banking and credit, home improvement problems, measurement, taxes, business situations, purchasing, and transportation). • Formulate and redefine problem situations as needed to arrive at appropriate conclusions.

Communication: Students will “use the language of mathematics to express mathematical ideas precisely” (NCTM, 2000).

M:CCR:HS:1 Students will communicate their understanding of mathematics and be able to: • Explain and justify their thinking and develop increasingly sophisticated questions for given problem-situations. • Critique and follow the logic of arguments presented within mathematics and across disciplines.

M:CCR:HS:2 Students will create and use representations to communicate mathematical ideas and to solve problems and be able to: • Choose appropriate representations and mathematical language (e.g., spreadsheets, geometric models, algebraic symbols, tables, graphs, matrices) to present ideas clearly and logically for a given situation. • See a common structure in mathematical phenomena that come from very different contexts (e.g., the sum of the first n odd natural numbers, the areas of square gardens, and the distance traveled by a vehicle that starts at rest and accelerates at a constant rate can be represented by functions of the form $f(x) = ax^2$). • Find representations that model essential features of a mathematical situation (e.g., cost of postage can be modeled by a step-function). • Use representations as a primary means for expressing and understanding more abstract mathematical concepts.

M:CCR:HS:3 Students will recognize, explore, and develop mathematical connections and be able to: • Explain in oral or written form how mathematics connects to other disciplines, to daily life, careers, and society (e.g., geometry in art and literature, data analysis in social studies, and exponential growth in finance). • Explain multiple approaches that lead to equivalent results when solving problems.

Suggested Texts and Media (Software, AV, etc.):

For All Practical Purposes, COMAP, chapters 1,2,3, 4
AMSCO's Preparing for the SAT 1—Mathematics, Andres
TI-83 or TI-84 plus calculators, presenter & screen
TI Resources on the Web
SAT practice tests
LCD projector
Released SAT tests

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

Suggested Instructional Strategies:

Lecture and Demonstration - Introduction to new material may at times include teacher directed guidance that shares the major components being studied.

Investigation - Students solve real-world problems as pairs from the textbook. Additional real-world problems are provided from other sources. Students will also use various manipulatives to aid in their understanding of material.

Whiteboard - Mini whiteboards are used by the students often to help with practice of key concepts. Students also use whiteboards to work on problems together focusing on collaborative learning.

AP Exams - AP exam problems will be given throughout the year.

Suggested Assessment Strategies:

Class discussions
Student questioning
Homework
Classwork
Math Journals
Projects
Quizzes
Tests
Final Exam

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Quantitative Reasoning Spring

Department: Mathematics

Teacher: Math Team

Grade level: 11 - 12

Description of Course:

This course is designed to guide students through problem-solving opportunities that exist when applying mathematical ideas to various situations. Students will explore consumer finance, including the use of credit, saving, borrowing, and short- and long-term personal finance. Business finance will be studied, including the stock market, bonds, funds, and investment strategies. Students will also study math from a symmetry point of view, including borders, tilings, and fractals. Students will practice for standardized tests, including the SAT and ACT. The Fall Quantitative Reasoning course is different and independent.

School – Wide Expectations:

Academic:

1. Read, write, and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

1. Exhibit personal responsibility
2. Contribute to the stewardship of the community

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course

Core Competencies (as aligned with State Standards):

Concepts: Students will demonstrate skills and knowledge associated with the course content

M:N&O:HS:6 Uses a variety of mental computation strategies to solve problems (e.g., using compatible numbers, applying properties of operations, using mental imagery, using patterns) and to determine the reasonableness of answers

M:N&O:HS:7 Makes estimates in a given situation (e.g., tips, discounts, tax, the value of a non-perfect square root or cube root) by identifying when estimation is appropriate, selecting the appropriate method of estimation; determining the level of accuracy needed given the situation; analyzing the effect of the estimation method on the accuracy of results; evaluating the reasonableness of solutions appropriate to GSEs across content strands.

M:F&A:10:1 Identifies, extends, and generalizes a variety of patterns (linear and nonlinear) represented by models, tables, sequences, or graphs in problem solving situations.

M:DSP:10:1 Interprets a given representation(s) (e.g., box-and-whisker plots, scatter plots, bar graphs, line graphs, circle graphs, histograms, frequency charts) to make observations, to answer questions, to analyze the data to formulate or justify conclusions, critique conclusions, make predictions, or to solve problems within mathematics or across disciplines or contexts (e.g., media, workplace, social and environmental situations).

Problem Solving: Students will “apply a variety of strategies... to solve mathematical problems” (NCTM, 2000).

M:PRP:HS:1 Students will use problem-solving strategies to investigate and understand increasingly complex mathematical content and be able to: • Expand the repertoire of problem-solving strategies and use those strategies in more sophisticated ways. • Use technology whenever appropriate to solve real-world problems (e.g., personal finance, wages, banking and credit, home improvement problems, measurement, taxes, business situations, purchasing, and transportation). • Formulate and redefine problem situations as needed to arrive at appropriate conclusions.

Communication: Students will “use the language of mathematics to express mathematical ideas precisely” (NCTM, 2000).

M:CCR:HS:1 Students will communicate their understanding of mathematics and be able to: • Explain and justify their thinking and develop increasingly sophisticated questions for given problem-situations. • Critique and follow the logic of arguments presented within mathematics and across disciplines.

M:CCR:HS:2 Students will create and use representations to communicate mathematical ideas and to solve problems and be able to: • Choose appropriate representations and mathematical language (e.g., spreadsheets, geometric models, algebraic symbols, tables, graphs, matrices) to present ideas clearly and logically for a given situation. • See a common structure in mathematical phenomena that come from very different contexts (e.g., the sum of the first n odd natural numbers, the areas of square gardens, and the distance traveled by a vehicle that starts at rest and accelerates at a constant rate can be represented by functions of the form $f(x) = ax^2$). • Find representations that model essential features of a mathematical situation (e.g., cost of postage can be modeled by a step-function). • Use representations as a primary means for expressing and understanding more abstract mathematical concepts.

M:CCR:HS:3 Students will recognize, explore, and develop mathematical connections and be able to: • Explain in oral or written form how mathematics connects to other disciplines, to daily life, careers, and society (e.g., geometry in art and literature, data analysis in social studies, and exponential growth in finance). • Explain multiple approaches that lead to equivalent results when solving problems.

Suggested Texts and Media (Software, AV, etc.):

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Suggested Instructional Strategies:

Lecture and Demonstration - Introduction to new material may at times include teacher directed guidance that shares the major components being studied.

Investigation - Students solve real-world problems as pairs from the textbook. Additional real-world problems are provided from other sources. Students will also use various manipulatives to aid in their understanding of material.

Whiteboard - Mini whiteboards are used by the students often to help with practice of key concepts. Students also use whiteboards to work on problems together focusing on collaborative learning.

AP Exams - AP exam problems will be given throughout the year.

Suggested Assessment Strategies:

Class discussions
Student questioning
Homework
Classwork
Math Journals
Projects
Quizzes
Tests
Final Exam

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: International Economics (Semester)

Department: Social Studies

Teacher: N/A

Grade level: 11-12

Description of Course:

This course expands on the knowledge gained in the required humanities offerings in the ninth and tenth grades. An in-depth study of supply, demand, and scarcity is presented as students are guided through the study of the international marketplace. Topics may include, but are not limited to: the fundamentals of economics, economic systems, international trade, stock markets, currency exchange, the International Monetary Fund and current issues. This course meets the State requirement for the study of economics.

School – Wide Expectations:

Academic:

1. Read, write, and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

1. Exhibit personal responsibility
2. Contribute to the stewardship of the community

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies as Aligned with State Standards:

1. Comprehension: Students will recall and explain facts learned in class and from out of class assignments as well as recollect the sequence of factual events.
 - a. SS:EC:12:1.1: 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.
 - b. SS:EC:12:2.1: Explain how the allocation of resources impact productivity and ultimately economic growth, e.g., worker migrations.
 - c. SS:EC:12:2.2: Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets
 - d. SS:EC:12:2.4: Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition, e.g., ease of entry and degree of price control.
 - e. SS:EC:12:3.1: Recognize the economic indicators that create or reflect changes in the business cycle, e.g., new home construction or number of unemployment claims.
 - f. SS:EC:12:3.2: Explain the different types of inflation, e.g., cost-push or structural.
 - g. SS:EC:12:3.3: Apply the consumer price index to demonstrate comparative values over time, e.g., the purchasing power of the dollar.
 - h. SS:EC:12:3.4: Explain the different types of unemployment, e.g., frictional or cyclical.
 - i. SS:EC:12:4.2: Explain the components of the money supply, e.g., currency or money market accounts.
 - j. SS:EC:12:5.1: Explain how comparative advantage affects trade decisions, e.g., importing steel or exporting capital equipment.
 - k. SS:EC:12:5.3: Examine how various national economic policies have led to changes in the international economy, e.g., mercantilism or privatization.
 - l. SS:GE:12:4.3: 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.
 - m. SS:GE:12:4.5: 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.
 - n. SS:GE:12:4.6: Identify economic activities in more developed or less developed countries and their evolution, e.g., primary, secondary, tertiary, and quaternary economic activities.
 - o. SS:HI:12:4.4: Examine how economic interactions have occurred on an increasingly global scale, e.g., mercantilism or North American Free Trade Agreement (NAFTA).
 - p. SS:HI:12:4.5: 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.
 - q. SS:WH:12:4.5: Consider the relationship between weapons development and political or economic power, e.g., the horse-drawn chariot, gunpowder, or nuclear weapons
2. Analysis: Students will use skills learned to analyze the relationship between cause and effect, how factual circumstances influenced behavior or decision-making, differing points of view, and competing theories.
 - a. SS:EC:12:1.2: Conceptualize how events in the business cycle impact individual lives, e.g., career or consumer choices.
 - b. SS:EC:12:2.5: Analyze the similarities and differences among sole proprietorships, partnerships, and corporations, e.g., number of owners and financing options.
 - c. SS:EC:12:4.1: Analyze the effect of government actions on financial institutions, e.g., securities and exchange regulations or the New Hampshire Banking Commission
 - d. SS:EC:12:4.3: Distinguish between monetary policy and fiscal policy and how they influence the economy, e.g., the reserve ratio or taxation
 - e. SS:EC:12:5.2: Analyze the reasons for changes in international currency values, e.g., interest rates or the balance of trade.
 - f. S:WH:12:4.1: Analyze various systems of distributing wealth, e.g., feudalism, free market economies, or the welfare state
 - g. SS:WH:12:4.2: 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
 - h. SS:WH:12:4.3: Analyze the development and impact of various labor systems, e.g., slavery, the medieval guilds, or wage labor.
3. Evaluation: Students will demonstrate the ability to identify problems, to articulate credible solutions, to evaluate the strengths and weaknesses of the solutions, and to make reasoned judgments about the actual historical solution.
 - a. SS:EC:12:2.3: Interpret demand and supply schedules/graphs including the influences on price elasticity, e.g., the impact of downloading music from the internet.
 - b. SS:HI:12:2.3: Decide to what extent democratic ideals, economic motives and empire building have influenced US foreign policy in events and policies
 - c. SS:HI:12:4.2: 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.
4. Research: Students will demonstrate the ability to gather pertinent facts through research, analyze those facts, formulate a thesis, prove his or her thesis using accurate facts and his or her own words, and cite correctly the sources of his or her own facts.

Suggested Texts and Media (Software, A/V, etc.):

1. International Economics, Robert J. Carbaugh, Eighth Edition, 2002.
2. Assorted primary source documents.
3. Assorted DVDs discussing course topics.
4. Teacher created homework assignments.
5. Teacher created PowerPoint lectures.
6. Stock Market Activity.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

Suggested Instructional Strategies:

1. Lecture: Through the use of PowerPoint presentations, the teacher will guide student learning on the key facts and concepts of the course. For example, a lecture may focus on the concept of comparative advantage in the international marketplace.
2. Socratic Questioning: This is used to explore, with students, the depth of their understanding of key concepts and ability to relate concepts.
3. Homework and Written Response Questions: Reading assignments from the text and from primary source materials are used to introduce students to concepts of importance to the course. Reading assignments are often accompanied by questions requiring students to demonstrate comprehension of the assigned reading. Questions may also engage students in the analysis and evaluation of the information they are intended to comprehend. In most instances, the questions require a student to answer in complete sentences using the question as the root of the answer. This is done to promote effective written communication skills and in the preparation for state and national tests requiring a written response to open ended questions.
4. Projects/Presentations: Students may engage in independent research and writing on an approved topic or may design, research, and present a class debate regarding an important issue in international economics.
5. Stock Market Activity: This is designed to introduce students to the domestic and international stock markets and monetary exchange.

Suggested Assessment Strategies:

1. Quizzes/Tests: Teacher created quizzes and tests often include: multiple choice, matching, short answer, and/or an essay. Essay questions may also be given as take home assignments. Tests are intended to measure and assess student comprehension of fundamental concepts, the analysis of those concepts and the evaluation of the reasons underlying those concepts.
2. Projects: Teacher designed projects require students to apply key concepts to real world events, while encouraging individual creativity or group dynamic, as the case may be.
3. Research Paper: Students will demonstrate the ability to gather pertinent facts through research, the analysis of facts, to formulate a thesis, prove the thesis using accurate facts written in his or her own words, and the ability to correctly cite (in MLA format) the sources of facts.
4. Final Examination: This comprehensive exam covers course material. Final exams count for 15% of the semester grade.

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Community and the Individual

Department: Social Studies (Teamed with English)

Teacher: Dave Gingras, Nate Cooper

Grade level: 9

Description of Course:

This two-credit interdisciplinary course explores a number of key questions involving community and the individual: what makes a successful community? What is the role of the individual in a community? Where do the rights of the individual end and the responsibilities of the community begin? Using this guiding inquiry, students will read various texts and investigate the concepts of community development, community crisis and response, state and national government, domestic economics, personal finance and comparative government. Texts to be read may include: Fahrenheit 451, To Kill a Mockingbird, Animal Farm and Romeo and Juliet. The arts focus will be on drama. Periodic major projects will enable students to explore course themes with greater depth and choice. These will include oral presentations and a formal research paper. Course 200 meets the State requirements for the study of government. Course 201 meets the State requirements for economics.

School – Wide Expectations:

Academic:

1. Read, write, and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

1. Exhibit personal responsibility
2. Contribute to the stewardship of the community

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies as Aligned with State Standards:

1. Comprehension: Students will recall and explain facts learned in class and from out of class assignments as well as recollect the sequence of factual events.
 - a. SS:CV:12:1.1: 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.
 - b. SS:CV:12:1.2: 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.
 - c. SS:CV:12:1.4: 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.
 - d. SS:CV:12:2.1: Describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution
 - e. SS:CV:12:2.3: Describe the roles and responsibilities of the United States and New Hampshire judicial systems.
 - f. SS:CV:12:4.1: Demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action.
 - g. SS:CV:12:4.3: 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.
 - h. SS:EC:12:1.1: 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.
 - i. SS:EC:12:2.1: Explain how the allocation of resources impact productivity and ultimately economic growth, e.g., worker migrations.
 - j. SS:EC:12:2.2: Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets.
 - k. SS:EC:12:2.4: Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition, e.g., ease of entry and degree of price control.
 - l. SS:EC:12:3.1: Recognize the economic indicators that create or reflect changes in the business cycle, e.g., new home construction or number of unemployment claims.
 - m. SS:EC:12:3.2: Explain the different types of inflation, e.g., cost-push or structural.
 - n. SS:EC:12:3.4: Explain the different types of unemployment, e.g., frictional or cyclical.
 - o. SS:EC:12:4.2: Explain the components of the money supply, e.g., currency or money market accounts.
 - p. SS:EC:12:6.1: Compare the risk, rate of return, and liquidity of investment.
 - q. SS:EC:12:6.2: Identify and analyze sources of consumer credit.
 - r. SS:EC:12:6.3: Explain factors that affect creditworthiness and identify ways to avoid and correct credit problems.
 - s. SS:EC:12:6.4: Describe how insurance and other risk management strategies protect against financial loss.
2. Analysis: Students will use skills learned to analyze the relationship between cause and effect, how factual circumstances influenced behavior or decision-making, differing points of view, and competing theories
 - a. SS:CV:12:2.2: Analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson.
 - b. SS:CV:12:3.1: 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.
 - c. SS:CV:12:3.2: 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.
 - d. SS:CV:12:3.3: 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
 - e. SS:CV:12:4.2: 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.
 - f. SS:EC:12:1.2: Conceptualize how events in the business cycle impact individual lives, e.g., career or consumer choices.
 - g. SS:EC:12:2.3: Interpret demand and supply schedules/graphs including the influences on price elasticity, e.g., the impact of downloading music from the internet.
 - h. SS:EC:12:2.5: Analyze the similarities and differences among sole proprietorships, partnerships, and corporations, e.g., number of owners and financing options.
 - i. SS:EC:12:3.3: Apply the consumer price index to demonstrate comparative values over time, e.g., the purchasing power of the dollar.
 - j. SS:EC:12:4.1: Analyze the effect of government actions on financial institutions, e.g., securities and exchange regulations or the New Hampshire Banking Commission
 - k. SS:EC:12:5.1: Explain how comparative advantage affects trade decisions, e.g., importing steel or exporting capital equipment.
 - l. SS:EC:12:5.2: Analyze the reasons for changes in international currency values, e.g., interest rates or the balance of trade.
 - m. SS:EC:12:5.3: Examine how various national economic policies have led to changes in the international economy, e.g., mercantilism or privatization.

Core Competencies as Aligned with State Standards Continued:

3. **Evaluation:** Students will demonstrate the ability to identify problems, to articulate credible solutions, to evaluate the strengths and weaknesses of the solutions, and to make reasoned judgments about the actual historical solution.
 - a. SS:CV:12:1.3: Evaluate how the purposes of government have been interpreted, e.g., promoting the general welfare or protection of private property.
 - b. SS:CV:12:2.4: Evaluate how individual rights have been extended in the United States, e.g., Truman's integration of the Armed Services or the Miranda decision.
 - c. SS:EC:12:4.3: Distinguish between monetary policy and fiscal policy and how they influence the economy, e.g., the reserve ratio or taxation.
- Research:** (Semester Two only) Students will demonstrate the ability to gather pertinent facts through research, analyze those facts, formulate a thesis, prove his or her thesis using accurate facts and his or her own words, and cite correctly the sources of his or her own facts.

Suggested Texts and Media (Software, A/V, etc.):

1. Textbook: Civics Today: Citizenship, Economics and You. Glencoe, McGraw-Hill, 2010. (Semester One Text)
2. Textbook: Glencoe Economics Principles and Practices. (Semester Two Text)
3. Teacher created worksheets and homework assignments.
4. Teacher created PowerPoint lectures.
5. Teacher created website: www.quia.com/pages/chscommunity.html (Semester One) & www.quia.com/pages/chscommunity2.html (Semester Two).
6. Selected primary source readings with accompanying questions or written response prompts.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

Suggested Instructional Strategies:

1. **Lecture:** Through the use of PowerPoint presentations, the teacher will guide student learning on the key facts and concepts of the course. For example, a lecture may focus on the essential elements of a community, the difference between the elements and the interrelationship of the elements.
2. **Socratic Questioning:** Used to explore, with students, the depth of their understanding of key concepts and ability to relate concepts.
3. **Homework and Written Response Questions:** Reading assignments from the text and from primary source materials are used to introduce students to concepts of importance to the course. Reading assignments are often accompanied by questions requiring students to demonstrate comprehension of the assigned reading. Questions may also engage students in the analysis and evaluation of the information they are intended to comprehend. In most instances, the questions require students to answer in complete sentences using the question as the root of the answer. This is done to promote effective written communication skill sand in the preparation for state and national tests requiring a written response to open ended questions.
4. **Projects:** Group and individual projects require students to apply key concepts of the course to real world events. For example, students are asked to create political advertisements for individual candidates seeking election to federal and state offices.

Suggested Assessment Strategies:

1. **Quizzes & Tests:** Teacher created tests and quizzes including multiple choice, matching, short answer and/or essay questions are intended to assess student comprehension of the fundamental concepts, analysis of those concepts and the evaluation of the reasons underlying those concepts.
2. **Projects:** Teacher designed projects requiring students to apply key concepts to real world events, while encouraging individual creativity or group dynamics, as the case may be.
3. **Research Paper:** Students will demonstrate the ability to gather pertinent facts through research, the analysis of those facts, formulate a thesis, and prove the thesis using accurate facts written in his or her own words. Students will also be expected to cite their sources correctly, using MLA format.
4. **Final Exam:** This is a comprehensive exam. For semester one, the material would include: the foundations of governments, American government and comparative government. For semester two, the material would include materials covered in economics. Final exams count as 15% of the semester grade.

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: It's a Mystery

Department: English

Teacher: Various

Grade level: 11 and 12

Description of Course:

Students will read, analyze, and discuss a variety of mystery stories by such authors as Sir Arthur Conan Doyle, Agatha Christie, and Gaston Leroux. Students will be able to identify the elements of a mystery story and will compare and contrast the elements of the stories studied, as well as the authors' writing styles. One Semester.

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies and State Standards:

1. Writing – Students will use skills learned to complete several formal and informal writing assignments using correct English grammar and mechanics, as well as appropriate writing techniques

- a. **Reading Connection** Stem W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts; W:RC:2: In response to literary or informational text read aloud, make and support analytical judgments about text.
- b. **Expressive Writing** Stem W:EW:2: Demonstrate use of narrative strategies.
- c. **Writing Conventions** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
- d. **Habits of Writing** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.

2. Vocabulary – Students will be responsible for mastering vocabulary in context of the literature.

- a. **Breadth of Vocabulary** Stem R-11-3: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.

3. Literary Comprehension – Students will demonstrate understanding of plot, theme, characterization, and symbolism in the mystery/suspense genre.

- a. **Initial Understanding of Literary Text** Stem R-11-4: Demonstrate initial understanding of elements of literary text.
- b. **Analysis and Interpretation of Literary Texts/Citing Evidence** Stem R-11-5: Analyze and interpret literary elements within or across text, citing evidence where appropriate; Stem R-11-6: Analyze and interpret author's craft within or across texts, citing evidence where appropriate; Stem R-11-16: Generate a personal response to what is read through a variety of means.
- c. **Reading Strategies** Stem R-11-12/13: Demonstrate ability to monitor comprehension and strategy use for different types of texts and purposes.
- d. **Oral Communication Strategies** Stem OC-11-1: In oral communication, demonstrate interactive listening.

Suggested Texts and Media (Software, A/V, etc.):

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

1. Texts: Sir Arthur Conan Doyle's The Adventures of Sherlock Holmes, Gaston Leroux's Phantom of the Opera, and Agatha Christie's And Then There Were None.

2. Films: Jeremy Brett's *The Adventures of Sherlock Holmes* series, *And Then There Were None*, and *The Phantom of the Opera*.

Suggested Instructional Strategies:

1. **Teacher-Led Discussion** – Use of biographical and historical information pertaining to the novels at hand to guide student inquiry. Students use information provided to increase understanding of the author and his/her work.

2. **Whole-Group Discussion** – Students adapt plot of story to analyze ongoing themes, motifs, and characters within novels. These concepts are discussed within the group, and discussion is facilitated by the students.

3. **Writing Responses** – Students are given analytical writing assignments geared to enhance skills in critical analysis of themes within the literature. Each student is required to include cited passages from the text to support their claims. These learned skills prepare each student for a critical essay required for each unit.

4. **Vocabulary Study** – Strict attention is paid to the development of vocabulary skills. Vocabulary is taken from the literature read in class. Students are required to learn all vocabulary words assigned.

Suggested Assessment Strategies:

1. **Quizzes/Tests** – Tests and quizzes include, but are not limited to, character identification, multiple choice questions, true/false, short-answer responses and developed essay responses. Vocabulary quizzes and tests may also be used.

2. **Writing Responses** – Throughout the course of the semester, students enhance writing skills by responding to prompts that require strict attention to themes, motifs, and/or characters found in the novel. These responses measure the students' abilities for further, more intense critical essay writing.

3. **Critical Essays** – Each student is required to write a critical essay based on themes, motifs, etc. found in the novels read in class. These essays measure the student's acquisition of solid and powerful writing skills. They require strict attention to thesis statements, effective supporting examples, solid introduction and conclusion paragraphs, and MLA documentation.

Sample Syllabus

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Journalism

Department: English

Teacher: Various

Grade level: 11 and 12

Description of Course:

This course will focus on the various elements of journalism including style, hard vs. soft news, and the effects of mass media on contemporary issues. Students will be expected to read a variety of periodical literature and to write several newspaper articles, following traditional journalistic guidelines. Students will also be encouraged to participate in publishing the school newspaper. Strong writing skills are necessary. One Semester.

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies and State Standards:

1. Writing — Students will apply the rules of journalistic style (including grammar and mechanics) to complete several formal and informal writing assignments. Assignments include feature and editorial writing, as well as writing strong leads.

- a. **Expressive Writing** Stem W:EW:1:1: *In written narratives, organize and relate a story line/plot/series of events; W:EW:2: Demonstrate use of narrative strategies.*
- b. **Writing Conventions** Stem W:C:1: *In independent writing, demonstrate command of appropriate English conventions.*
- c. **Habits of Writing** Stem W:C:1: *In independent writing, demonstrate command of appropriate English conventions*

2. Theory/Content — Students will demonstrate an understanding of different perspectives and theories of journalism. Along with writing assignments, assessments will include tests, quizzes, class participation, and homework.

- a. **Breadth of Vocabulary** Stem R-11-3: *Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.*
- b. **Reading Connection** Stem W:RC:2: *In response to literary or informational text read aloud, make and support analytical judgments about text.*
- c. **Structures of Language** Stem W:SL:1: *Student demonstrate command of the structures of sentences, paragraphs, and text.*

Suggested Texts and Media (Software, A/V, etc.):

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

1. Texts: *Scholastic Journalism, 11th edition*
2. Films: Outfoxed; All the President's Men; The Insider
3. *The Manchester Union Leader, The Nashua Telegraph*, other local and national news publications
4. Other news stories from a variety of sources.

Suggested Instructional Strategies:

1. Textual analysis of news stories
2. Oral reading, discussion, and guided reading questions
3. Daily Oral Language and Worksheets on grammar and punctuation
4. Presentation of written work
5. Publication of school newspaper
6. Cooperative groups and peer editing

Suggested Assessment Strategies:

1. Formative writing assignments
2. Summative writing assignments including news articles written for publication
3. Unit exams
4. Peer editing and individual conferencing

Sample Syllabus

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: **Chorus**

Department: **Music**

Teacher: **Deleault**

Grade level: **9-12**

Description of Course:

The Campbell High School Chorus encourages any student interested in improving his/her musical and singing abilities to get involved. The course will emphasize music fundamentals, including vocal technique, rehearsal etiquette, basic music theory, sight singing and performance techniques. Participation in periodic public performances is required; participation in area festivals is encouraged. No previous singing experience is required. Chorus members are also eligible to audition for other specialty choirs (i.e. a cappella groups) which may develop.

Full Year

School – Wide Expectations:

Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between school-wide expectations and the course

Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect
3. Contribute to the stewardship of the community

Core Competencies as Aligned with State Standards:

Performance: Students will sing proficiently a varied repertoire of music, both alone and with others. (work cooperatively in an atmosphere of mutual respect)

NH Curriculum Standard 1: Students will sing a varied repertoire of music, both alone and with others.

Notation: Students will read standard music notation and demonstrate competence in using that notation. (read)

NH Curriculum Standard 5: Students will read and notate music.

Evaluation: Students will analyze, describe, and evaluate music and music performances using correct terminology. (read, write, speak effectively, use critical thinking and problem solving skills)

NH Curriculum Standard 6: Students will listen to, analyze, and describe music.

NH Curriculum Standard 7: Students will evaluate music and music performances.

Relation: Students will demonstrate an understanding of music in relation to history, culture, other arts, other disciplines, and careers. (use resources to obtain information and facilitate learning)

NH Curriculum Standard 8: Students will relate music to the other arts, and to disciplines outside the arts.

NH Curriculum Standard 9: Students will relate music to history, culture, and careers.

Suggested Texts and Media (Software, A/V, etc.):

1. Text: *Essential Musicianship: A Comprehensive Choral Method*. Crocker and Leavitt, Hal Leonard, 1995.
2. Text: *Essential Sight-Singing: Mixed Voices*. Crocker and Leavitt, Hal Leonard, 2006.
3. Text: *One-Minute Theory for the Choral Music Classroom*. Slabbinck and Shaw-Slabbinck, Neil A. Kjos, 2005.
4. Periodical: *In Tune Monthly*. In Tune Partners, LLC.
5. Periodical: *Music Alive!* In Tune Partners, LLC.
6. Sheet Music
7. Teacher-created worksheets and PowerPoint lectures.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

Suggested Instructional Strategies:

1. **Choral Rehearsal:** Students sing warm-up exercises and repertoire while teacher aids in critical listening, problem-solving, and striving for improvement toward excellence.
2. **Lecture:** Teacher shares information regarding vocal technique and music theory.
3. **Group Work:** Students work together on notation and composition projects, with teacher assistance/guidance.
4. **Journal:** Students write responses to musical listening exemplars, with teacher feedback.

Suggested Assessment Strategies:

1. Assessments in the performance competency include concert, contest, and festival performances as well as vocal improvisation exercises and memorization checks.
2. Assessments in the notation competency include choral textbook assignments, theory textbook quizzes, theory/notation worksheets, composition mini-projects, and sight-singing exercises.
3. Assessments in the evaluation competency include listening journal assignments, live performance evaluations, video performance evaluations, and musical terminology worksheets.
4. Assessments in the relation competency include article comprehension worksheets, history/culture assignments, and guest speaker reflection essays.

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Digital Publishing & Graphic Design

Department: Computer Education/ ICT

Teacher: Shawn McDonough

Grade level: 9-12

Description of Course:

In this course, students will learn how to use computers to manipulate images and text to create a desired effect in multiple applications. Images and text will be manipulated using the latest computer software. Students will gain a deeper understanding of desktop publishing and page layout. Ultimately, students will create demonstrative products such as calendars and mouse pads using digital publishing technology. In addition to computers, students will learn how to use a digital camera a scanner and how they are applied to desktop publishing and page layout.

One Semester

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course

Core Competencies and alignment with National Standards:

All about DP

- 🐼 Students will demonstrate an understanding of the history, application and terminology of desktop publishing and will describe and analyze courses and careers pertaining to Digital Publishing.

ICT 3: Students will apply digital tools to gather, evaluate, and use information.

Text & Graphics

- 🐼 Students will manipulate graphics, merge text into various publications using a multitude of In Design palettes and control a publications appearance using the In Design menu system.

ICT 4: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Demonstrative Projects

- 🐼 Students will create demonstrative projects that will support their understanding of desktop publishing techniques that include publications with creative character and paragraph styles.

ICT 1 Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Suggested Texts and Media (Software, A/V, etc.):

1. The course is driven by a PowerPoint syllabus found on the Student Share Drive within the Campbell network infrastructure.

Suggested Instructional Strategies:

1. **Presentation** – Each Computer education class students will be shown techniques and theories using the appropriate software application and the instruction process will be enhanced through the use of the Smart Board and the LCD.

2. **Hands On** – Once students see the theory or techniques they will be given time in class to experiment with these theories and techniques to acquire the skill set associated with the lesson.

3. **Checking for Understanding** – As students take time to learn the theory and techniques the teacher will check in with students to make sure the learning process has been successful.

4. **Group Work** – For each software application, students are given both individual and group activities to complete. The group activities allow students to help each other and problem-solve to reach a common goal.

Suggested Assessment Strategies:

1. **Hands-On Application Assessments** – Students must show ability to use the theories and techniques that have been covered in the course. Application assessments are based on real life scenarios using the techniques and theories presented in the course.
2. **Menu and Terminology Assessments** – Students will use a pictorial and narrative summary to demonstrate an understanding of concepts, terminology and software tools that have been presented to the class.
3. **Demonstrate Understanding** – At times students will be asked to demonstrate their knowledge of theories and techniques through the use of the Smart Board technology located within the classroom.

Addendums:

1. **Digital Publishing & Graphic Design Expectations and Syllabus** – At the beginning of the course students are given the Expectations and Syllabus for the course. Students access this document via the Student Share Folder and are asked to sign a document to acknowledging they have received this information.
2. **Power Point Course Syllabus** – As class begins students are given the answer to the question “What will I learn today?” via a Power Point presentation. Detailed information about the class is located within the Power Point and rubrics for projects are located on the Student Share Folder.

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Drawing (944)

Department: Art Department

Teacher: Denise Freeman

Grade level: 9-12

Description of Course:

Students work with pencil, colored pencils, charcoal, pastel, conte', pen and ink and other media to learn the technical, observational, and creative skills needed to render the observed world on paper. This course allows the student who has completed the Studio Art or has substantial background in drawing, to work with more advanced artistic subjects.

School – Wide Expectations:

Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect
3. Contribute to the stewardship of the community

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies as aligned with State Standards:

Creating

Students will combine shading techniques and graded values with a wide variety of textures in their work.
(critical thinking, problem solving)

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- a. Apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- a. Design to generate multiple solutions to a variety of art problems
- b. Create works that use the elements of art and principles of design to solve specific visual arts problems;

Performing

Students will apply the rules of perspective to create the illusion of three-dimensional form and space on a flat plane. (problem solving)

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- c. Compare two or more perspectives about the use of organizational principles and functions

Students will defend the advantages and disadvantages of specific media for specific tasks. (writing, speaking, critical thinking, problem solving)

Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas.

- a. Reflect on how artworks differ visually, spatially, and functionally
- b. Use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics.

Students will choose, apply, recognize and discriminate various drawing media using safe and appropriate processes. (personal responsibility)

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- a. Apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions
- b. Create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes.
- c. Use complex art materials and tools in a safe and responsible manner.

- e. Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis and evaluation.

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- c. Compare two or more perspectives about the use of organizational principles and functions in artwork and defend personal evaluations of these perspectives;

Responding

5. Students will differentiate between successful and unsuccessful design through the critique process. (critical thinking and problem solving)

Curriculum Standard 5: Analyze, interpret, and evaluate their own and others' artwork.

- a. Defend personal interpretations to better understand specific works of art.
- b. Apply critical and aesthetic criteria in order to improve their own works of art.
- c. Reflect critically on various interpretations to better understand specific works of art.

Suggested Texts and Media (Software, A/V, etc.):

Arttalk, Rosalind Raggins

A Foundation

Course in Drawing: Peter Stayner and Terry Rosenberg

Anatomy for the Artist: Sarah Simblett

Suggested Instructional Strategies:

- 1. Lecture and Demonstration-** Students engage in focused lecture, discussion and “hands on” demonstrations through out the course in which they learn and explore the fundamentals of composition, the Elements and Principles of Design, methods and material safety, as well as, a variety of subject matter and its historical relevance. Students have the opportunity to take notes, journal, sketch drafts and ideas. Each process is demonstrated with the proper use of materials, safety, application and technical processes. Drawing techniques within each medium are demonstrated and students have the opportunity to practice each technique with every medium. Handouts, vocabulary notes and a series of objectives for each assignment are clearly outlined.
- 2. Class Work-** The program is designed for students with an interest in exploring both two-dimensional works. Students experience the art making process through kinesthetic modalities using the basic principles and elements of art. Students explore using a variety of drawing materials like; charcoal, graphite, oil and dry pastel, colored pencils, pen and ink, and conte'. Students also practice the technical skills and processes associated with each medium. Students will gain a broader understanding of the use of materials by experimenting and exploring its properties and applications.
- 3. Homework-** Students taking this course each create their own personalized sketchbook. Students have daily homework assignments that they are expected to practice and hone their skills learned in the classroom. This also gives the instructor the opportunity to “see what they know”, as well as, transfer and integrate their knowledge outside of the classroom experience. Practicing techniques builds confidence and understanding of the concepts introduced.
- 4. Active Learning-**Use of activity based learning experiences which include performing, creating and responding to visual arts.

Suggested Assessment Strategies:

- 1. Performance Rubrics-** Demonstrate an understanding of specific criteria outlined in each drawing of unit in drawing. Students are expected to apply compositional concepts in their work. Works of art are expected to apply the basic the elements and principles of design in their work. Rubrics often have three major components of the core competencies within each unit; creating, responding and performing.
- 2. Quiz/Test-** Students are assessed both through a “hands on” experience, as well as, written multiple choice, true/false and open responses.
- 3. Formal and Informal Individual and Group Critiques-** A variety of critique techniques are used to assess student work. Critiques are written and oral. Group critiques encourage peer learning, strengthens skills and techniques and promotes collaboration and community within the classroom. Students have the opportunity to speak about their work and the work of others using formal critical concepts and techniques. Through the critique process students have the opportunity to speak effectively about their idea, use of material, construction, experience, technical processes, weaknesses and strengths of their work and the work of others.

Curriculum Outline



Campbell High School
Character – Courage – Respect – Responsibility

Course & Level: Accounting I

Department: Business Education

Teacher: Laurie Gatherum

Grade level: 10-12

Description of Course:

Accounting is an introductory course designed to teach students the basic concepts applied in financial record keeping. The emphasis is on precision and deductive reasoning as students learn skills such as how to record the monthly transactions on ledger accounts and how to summarize and report financial information. Students will also be introduced to Century 21 Automated Accounting on the computers and will perform various assignments and projects using that software. Topics in the class will include proprietorships, partnerships, and corporate forms of business activities.

School – Wide Expectations:

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect

Core Competencies:

1. The Accounting Cycle: Students will complete and explain the purpose of various steps in the accounting cycle.
 - FR1: Develop an understanding and working knowledge of an annual report and financial statements
 - FA1: Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions
 - AA1: Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements

Core Competencies:

2. **The Accounting Process:** Students will apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity.
 - AP1: Understand the role that accountants play in business and society
 - AP3: Demonstrate the skills and competencies required to be successful in the accounting profession and/or in an accounting-related career
 - IUD1: Use planning and control principles to evaluate performance of an organization and apply different analysis and present-value concepts to make decisions

Suggested Texts and Media (Software, AV, etc.):

1. Textbook, working papers, and supplemental materials: Century 21 Accounting, Ross, Gilbertson, Lehman, Hanson
2. Automated Accounting software

Suggested Instructional Strategies:

1. **Lecture and Discussion** – New concepts and information are most often presented using either PowerPoint presentations or transparency examples on an overhead projector. The use of overhead transparencies is especially effective when showing students how to properly journalize transactions using a 5- or 11-column journal pages and then the procedure for posting to the general ledger.
2. **Computer Software** – Each chapter, after completing the workbook problems by hand, students are also required to input them on the Automated Accounting Software, which gives them a better understanding of the process that 21st century Accountants follow.
3. **Research Projects** – Students will complete several research projects throughout the course of the year to complement the underlying concepts and issues behind a class which focuses so much attention to money and costs. The projects include researching potential colleges that offer Accounting degrees, studying the process and importance of making and keeping a budget, and budgeting for a dream vacation.

Suggested Assessment Strategies:

1. **Quiz / Test** – Generally made up of True/False, Multiple Choice, Matching, and an Application problem
2. **Group Work** – Students are encouraged to work in small groups when completing Application problems. They also work together to gather various required printouts from the Automated Accounting assignments
3. **Research Project Rubrics**

Curriculum Outline



Campbell High School
Character – Courage – Respect – Responsibility

Course & Level: **9TH Grade Physical Education**

Department: **Physical Education and Health**

Teacher: **Shannon Szepan**

Grade level: **9th**

Description of Course:

This required physical education course is the first of a progression of courses offered at Campbell High School that strives to promote, through total body movement, the health and welfare of all students. An emphasis will be placed on personal fitness, successful teamwork and sportsmanship. The participants will be involved in skill development and learn the rules and strategies in our co-curricular sports offerings including, basketball, badminton, flag football, personal fitness, soccer, track, and volleyball.

School – Wide Expectations:

Academic:

1. Exhibit critical thinking and problem solving skills
2. Read write and speak affectively
3. Use resources to obtain information and facilitate learning

Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

Core Competencies:

Content:

By the end of the semester, students will be able to, understand, assess, demonstrate and apply basic motor skills, rules, and strategies to fitness, basketball, badminton, flag football, volleyball, and cooperative learning units.

- a. **NASPE 3, NH Curriculum Guideline 1:** Engages in a physically active lifestyle
- b. **NASPE 4, NH Curriculum Guideline 2:** Achieves and maintains a health enhancing level of physical fitness.
- c. **NASPE 1, NH Curriculum Guideline 3:** Demonstrates competency in motor skills and movement patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities.
- d. **NASPE 2, NH Curriculum Guideline 4:** Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities.
- e. **NASPE 6, NH Curriculum Guideline 5:** Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction

Safety and Cooperation:

By the end of the semester, students will be able to recognized and apply proper safety techniques to ensure a positive and safe learning environment.

- a. **NASPE 6, NH Curriculum Guideline 5:** Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction.
- b. **NASPE 5, NH Curriculum Guideline 6:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Suggested Texts and Media (Software, A/V, etc.):

Videos on Biographies of Athletes within each sport in the curriculum, Game footage, Rookie, We are Marshall, Miracle, Hoosiers, Remember the Titans, Rudy, Tae bo, ESPN 30 on 30 series.

Suggested Instructional Strategies:

1. Lecture and Demonstration- The use of proper demonstration of skills and cue words guides the students in learning the correct techniques for successful participation in class. For example during badminton unit, when discussing the overhead clear the teacher follows the whole part whole demonstration technique method. This technique starts off as demonstration of the skill then cue words, and then a combination of both. (Demonstration-cue words: ready, scratch the back, contact, buckle the seat belt-demonstration with cue words. This brings the skill at an easier level for the students to feel successful.

2. Project – Students will gain a broader understanding of a specific sport by gaining a historical perspective on the development of the game. Students not only conduct research but are also required to develop rule interpretation and a unique game that fosters skill development

3. Feedback- Teacher during class time uses the sandwich method of giving positive and corrective feedback on students skill, to develop confidence and correct any mistakes students may be experiencing, leaving them with techniques to improve on in a productive manner.

Suggested Assessment Strategies:

1. Quiz/Test- 50 % multiple choice, true/false, or matching and 50% open response,

2. Project rubric- Contains both performance criteria and journaling criteria, see attached badminton

3. Self Evaluations- This allows students to assess themselves on participation, self-control, and helping others during class time,

4. Peer Observation- Students observe and assess each other on proper skill technique

5. Teacher Observation- Teacher watches and observes students during class to make sure students are performing skills correctly and staying on task. Also teacher will provide positive and corrective feedback

Edline

Edline helps schools to improve student performance by harnessing the power of parental involvement, supporting teachers, and engaging the learning community. Edline offers an array of technology solutions that support these goals: web hosting, content management, information portals, and tools for classroom management, gradebook, notification, analytics, virtual storage and related technologies—all of which can be deployed individually or together as part of an integrated and comprehensive

Campbell HS

Anatomy & Physiology

Period: E

Friday, February 5, 2010

Room #: 241

29	Project	= Urinary Project - Research
30	Lab	= Lab - muscle movements demonstration
31	TEST	= Muscle Names - packet
32	Present	= Presentation - muscles
33	MIDTERM	

Name	ID	29	30	31	32	33	Subtot	Subtot	Subtot	Subtot	Subtot	Avg	Grade
Term		1	1	1	1						1	Yr	
Category		SciRe:	SciInv	Org	Org	**	Org	SciRe:	SciInv	Absorl			
Date		01/05/	01/06/	01/14/	01/14/	01/18/							
Possible		40	5	88	20	100	100%	100%	100%	100%	100%		
Mean		36.09	4.41	67.91	18.64	70.92	82.67	97.55	89.07	84.58	85.74	84.30	
		B	5	67	A	80	81.4	89.8	87.7	78.5	81.6	81.43	B-
		B	5	48	A-	62	76.2	91.5	88.7	79.3	80.3	77.58	C+
		A-	0	53	A	62	74.6	110.8	79.5	76.3	80.0	77.37	C+
		A-	5	67	A-	64	69.2	73.3	82.2	75.9	73.5	72.13	C-
		A-	5	86	A	90	95.6	95.8	98.7	96.4	96.2	95.29	A
		A	5	87.5	A	X	99.1	96.1	95.7	96.6	97.4	97.47	A+
		A-	5	63	A	64	78.5	95.8	89.2	84.8	84.0	81.06	B-
		B	5	53	A-	62	70.0	65.1	90.2	71.2	71.5	70.15	C-
		A	5	81	A	X	86.8	97.5	93.2	94.0	91.6	91.61	A-
		A	5	85	A	95	91.7	97.5	98.7	96.6	95.0	95.03	A
		A	5	56.5	A	67	75.1	123.0	89.2	85.3	86.2	83.33	B
		A-	5	76	A	X	88.8	124.1	93.7	85.8	92.1	92.20	A-
		A-	5	64	A-	63	82.7	93.8	87.2	82.3	84.2	81.07	B-
		A	0	76.5	A	X	94.2	96.1	79.5	87.6	90.5	90.56	A-
		A-	5	46	A-	67	75.8	103.3	87.2	80.0	81.7	79.55	C+
		A-	5	75.5	A-	71	85.8	113.6	87.2	83.3	88.2	85.67	B
		A-	5	69.5	A	75	79.1	90.8	85.7	83.3	82.8	81.64	B-

1	Sea Type	=	Simple, Compound, Complex	6	Unit 2	=	Quiz
2	There's	=	There, Their, They're	7	Unit 3	=	Quiz
3	Fahren.	=	Test 1-4	8	Fahren.	=	Compare to Present Norms Essay
4	Fahren.	=	Test 5-9	9	Fah.	=	Conflicts
5	Unit 1	=	Quiz				

Name	ID	1	2	3	4	5	6	7	8	9	Subto!	Subto!	Subto!	Subto!	Subto!	Avg Grade
Term		1	1	1	1	1	1	1	1	1					1	
Category		Gramr	Gramr	Lit.	Lit.	Vocab	Vocab	Vocab	Writing	Writing	Vocab	Gramr	Lit.	Writing		
Date		09/19/	10/12/	09/28/	10/19/	09/12/	09/26/	10/05/	10/26/	03/31/						
Possible		40	60	100	100	100	100	100	100	100	100%	100%	100%	100%	100%	
Mean		36.42	57.14	85.71	90.00	92.85	92.14	88.57	89.28	91.57	91.19	93.57	87.85	90.42	90.46	90.46
1. Bradbury, Ray		30	50	70	100	60	65	65	90	90	63.3	80.0	85.0	90.0	77.5	77.50 C+
2. Dickerson, Emily		30	50	70	75	90	85	80	60	65	85.0	80.0	72.5	62.5	75.6	75.63 C
3. Hurston, Zora Neale		39	60	88	90	100	100	90	90	96	96.6	99.0	89.0	93.0	94.1	94.13 A
4. Kingslover, Barbara		40	60	100	95	100	100	100	100	94	100.0	100.0	97.5	97.0	98.6	98.63 A+
5. Shakespeare, Bill		38	60	96	90	100	100	90	90	96	96.6	98.0	93.0	93.0	95.0	95.00 A
6. Steinbeck, John		40	60	96	90	100	95	95	95	100	96.6	100.0	93.0	97.5	96.3	96.37 A
7. Twain, Mark		38	60	80	90	100	100	100	100	100	100.0	98.0	85.0	100.0	96.0	96.00 A

Adler, Leslie
Quarterly Report Card - First Quarter 2008
Campbell High School



Overview			
Course	Teacher	Grade	
Concert Band	P. Martin	B+	
Language Arts	Mr. Patterson	D	<i>(competency failure)</i>
Mathematics	Mrs. Williams	A	
PE	Mrs. Williams	A	
Reading	Mrs. Murphy	C	
Social Studies	Mrs. Williams	F	<i>(competency failure)</i>

Core competencies must be a 65 or higher by the end of the semester in order to pass a course

** indicates grades for this competency have not been entered

Course: Concert Band Teacher: P. Martin e-mail:
 Grade: B+ Days Absent: 0 Days Tardy: 0

Competencies:	Score (%)	Grade
Evaluate	100.0	A+
Perform	90.0	A-
Read	80.0	B-
EC	**	

Course: Language Arts Teacher: Mr. Patterson e-mail: lpatterson@litchfieldsd
 Grade: D Days Absent: 1 Days Tardy: 1

Competencies:	Score (%)	Grade
Spelling	45.0	F <i>(competency failure)</i>
Writing	20.0	F <i>(competency failure)</i>
Convent.	105.0	A
Idea&Con	100.0	A

Adler, Leslie
Quarterly Report Card - First Quarter 2008
Campbell High School



Course: Mathematics Teacher: Mrs. Williams e-mail:
 Grade: A Days Absent: 0 Days Tardy: 0

Competencies:	Score (%)	Grade
ProbSolv	100.0	A
Applicat	**	
Trig	90.0	A

Course: PE Teacher: Mrs. Williams e-mail:
 Grade: A Days Absent: 1 Days Tardy: 2

Competencies:	Score (%)	Grade
Endur	90.0	A
Perform.	100.0	A
Particip	90.0	A

Course: Reading Teacher: Mrs. Murphy e-mail:
 Grade: C Days Absent: 5 Days Tardy: 3

Competencies:	Score (%)	Grade
Fluency	84.0	B
Compreh	69.0	D
WdAttack	77.0	C

Course: Social Studies Teacher: Mrs. Williams e-mail:
 Grade: F Days Absent: 1 Days Tardy: 1

Competencies:	Score (%)	Grade
History	18.1	F (<i>competency failure</i>)
Geograph	90.0	A
Economic	94.0	A