



Granite Valley Preparatory

Program of Studies

**Igniting a passion for lifelong learning
through a balanced traditional education**

Contents

MISSION.....	4
VISION.....	4
OUR PHILOSOPHY AND VALUES.....	4
CHANGES AND MODIFICATIONS TO SCHOOL POLICY & PUBLICATIONS.....	5
FACULTY AND STAFF.....	6
Add/Drop Policy.....	7
Alternating Block Schedule.....	9
Bell Schedules.....	10
Co-Curricular Eligibility.....	10
College Admissions.....	10
College Credit.....	11
College Transcripts.....	11
College Visits.....	11
Computers.....	11
Conferences.....	11
Contacting School Personnel.....	12
Counseling.....	12
Course Failures.....	12
Course Level Changes.....	12
Course Selections.....	13
Credit Requirements.....	13
Directed Physical Education for Credit.....	13
Exams.....	13
Grading Scale.....	14
Grading System.....	14
Graduation Requirements.....	15
Homework.....	15
Honors/Awards.....	16
Honors vs. College Prep Courses.....	16
Incompletes.....	16
Make-up Work.....	17
New Hampshire Scholars.....	18
Online Courses.....	18
Parenting Plans.....	19
Progress Reports.....	19
Records Release.....	19
Report Cards.....	19
SIS (Student Information System).....	19
Standardized Testing.....	20
Textbooks/Materials.....	20

Transcript Modifications.....	21
Transfer Students.....	21
Academic Integrity.....	22
Acceptable Use Policy for Computer Network.....	23
Electronic Devices for Learning.....	23
ENGLISH DEPARTMENT.....	24
FINE ARTS DEPARTMENT.....	26
MATHEMATICS DEPARTMENT.....	30
PHYSICAL EDUCATION AND HEALTH DEPARTMENT.....	33
SCIENCE DEPARTMENT.....	36
SOCIAL STUDIES DEPARTMENT.....	38
TECHNOLOGY DEPARTMENT.....	41
WORLD LANGUAGES DEPARTMENT.....	43

MISSION

At Granite Valley Prep, we ignite a passion for learning through a rigorous curriculum, committed to the development of educators, leaders, and creators. Students engage in an innovative approach to a traditional education that prepares them for post-secondary studies.

VISION

Advancing tomorrow's trailblazers through a balanced and comprehensive education, Granite Valley Prep envisions a future where students thrive as innovative thinkers and problem solvers. Our commitment to excellence cultivates a community of intentional learners prepared not only for post-secondary studies but also to make meaningful contributions in dynamic and emerging fields.

OUR PHILOSOPHY AND VALUES

We are committed to **academic excellence**, continuously striving to elevate the quality of education and ensure that our students achieve their highest potential.

We believe in the value of **intellectual curiosity**. We foster a love of learning by encouraging students to ask questions, explore new ideas, and engage deeply with a rigorous STEAM curriculum.

We recognize the power of **persistence**. We encourage and value perseverance; empowering students to build confidence and determination by overcoming challenges and striving for excellence in all their endeavors.

We appreciate the importance of being **present**. We believe there is value to being unplugged, present and engaged. We create opportunities for students and staff to connect meaningfully with each other and the learning material without constant digital distractions.

We value and promote a **balanced lifestyle** that appreciates both academic rigor and personal well-being, ensuring students can thrive both inside and outside the classroom.

We recognize the crucial role of **family engagement** in student success and actively foster a strong partnership between the school, students, families, and the community.

Our commitment to **fairness and respect** ensures that every student has access to the resources and opportunities they need to succeed, fostering a diverse and welcoming school environment.

We embrace a learning environment that is rational, open-minded, and informed by evidence. By doing so we challenge students to **think critically and creatively**, preparing them to be innovative problem solvers in a rapidly changing world.

We believe in the importance of **effective communication**. We emphasize the importance of clear and effective communication, both written and verbal, as essential skills for academic and personal success.

We encourage **empathy and collaboration**, teaching students to work effectively with others and appreciate diverse perspectives.

CHANGES AND MODIFICATIONS TO SCHOOL POLICY & PUBLICATIONS

Granite Valley Preparatory reserves the right to add, modify or amend any part of this Program of Studies between publication dates. The school will inform students, faculty and staff through various means when any changes to this document are made. These changes will supersede any previously published policies on the same topic.

The creation, distribution, and updating of any information and material to be placed on GVP's website shall be specifically approved by the Director of Education or a person explicitly designated by her/him as having the authority to approve such materials.

GVP reserves the right to remove from its server(s) any material that is outdated, not properly maintained, or not in compliance with school standards.

Notice of Nondiscriminatory Policy As To Students

In accordance with RSA 194-B:3,ii(m) Granite Valley Preparatory Chartered Public School will not discriminate on the basis of race, color, gender, gender identity, or gender expression, national or ethnic origin, age, religion, creed, disability, veteran's status, sex, sexual orientation, socioeconomic or marital status, genetic information, pregnancy and pregnancy related medical conditions in the selection of students or staff, access to its educational programs and activities, with respect to employment terms and conditions or in the administration of the school or in any other way that is prohibited by law.

FACULTY AND STAFF

Director of Education: Christopher Smith

Dean of Student Success: Liberty Ebright

Art: Molly Fletcher

English/Social Studies: Jon Perry

French/Culinary: Avril Miller

Mathematics/Science: Abbey Hoyer

Music: Christian Raabe

Technology: Danielle Moylan

ACADEMIC INFORMATION

Add/Drop Policy

Add/Drop Period

Students and families are encouraged to review course selections carefully before each term begins.

At Granite Valley Prep, students have 10 school days from the start of a new class to make any schedule changes.

All schedule change requests should be discussed with the school counselor, who will consult with the teacher and Director of Education as needed.

Add/Drop requests are subject to:

- Course availability
- Class size limits
- The discretion of the Director of Education

Our goal is to accommodate reasonable requests while maintaining balanced class sizes and strong learning environments.

Course Withdrawal (After Add/Drop Period)

After the 10-day add/drop window, course withdrawals are considered only under special circumstances and must be approved by the Director of Education.

The process includes communication among the student, family, teacher, counselor, and Director of Education to determine the best path forward.

Transcript Notation

- A student who withdraws after the add/drop period will have the course remain on their transcript.
- The grade will appear as:
 - WF (Withdrawal–Fail): No credit; counts against GPA
 - WP (Withdrawal–Pass): No credit; does *not* count against GPA (granted only in extenuating circumstances, as approved by the Director of Education)

Types of Withdrawals

Student or Family-Initiated Withdrawal

Students or families should first discuss any course concerns with the teacher, counselor, or case manager to explore possible solutions before requesting withdrawal.

If withdrawal remains the best option, a meeting with the counselor, family, and Director of Education will be scheduled to finalize the decision.

Teacher-Initiated Withdrawal

Teachers may recommend a withdrawal when a student's placement or circumstances make the course inappropriate.

Possible reasons include:

- Course level is above or below the student's readiness
- The student did not request or intend to take the course listed
- Prerequisites were not met
- An emergency or unexpected event arises

The teacher will notify the family, counselor, and Director of Education to discuss options.

Final approval is made by the Director of Education after consultation with all parties.

Administrator-Initiated Withdrawal

If the Director of Education determines that a student must withdraw for non-academic reasons (such as attendance, conduct, or other circumstances), the Director will contact the student's family and counselor.

In these cases:

- The course remains on the transcript
- The student may receive a W (Withdrawal) with no credit
- The course will not affect the student's GPA

Alternating Block Schedule

Granite Valley Preparatory follows an Alternating Block Schedule. Students take one-credit classes over two semesters (36 weeks) and 1/2 credit classes over one semester (18 weeks). Students rotate their schedule each day, with four classes on the first day of the schedule (A day) and four other classes on the second day of the schedule (B day). Over a 2-week period, students would meet each class five times.

The Alternating Block Schedule improves the learning experience and outcomes for students. It keeps two of the essential features of the block schedule--extended class periods and only four classes per day. Students will still have the opportunity to do in-depth learning each day and concentrate on just four classes each day. It corrects the limited time for learning inherent in a 4X4 block. It allows sufficient time to maximize teaching and student learning. It adds additional time for students to master content and skills. It avoids gaps between sequential courses. These gaps occurred in the 4X4 block. While students do not forget all they learn, if there was a time lag between semesters when students took core courses, it creates gaps that impede consistent, deep student learning and mastery. While students on the Alternating Block Schedule take four different courses each day, there is also variety in what they are doing. Adding more time for learning the material throughout the year also relieves stress and frustration for students and gives them time to work through difficult concepts before they move on to the next course.

Alternating A/B Block Schedule	
Block 1 (Homeroom)	8:05 - 9:25
Block 2	9:30 - 10:45
Lunch	10:50 - 11:20
Block 3	11:25 - 12:40
Flex-Time	12:45-1:25
Block 4	1:30 - 2:45
Week 1 A/B/A/B/A	
Week 2 B/A/B/A/B	

Bell Schedules

DAILY BELL SCHEDULE

8:00	FIRST BELL
8:05 – 9:25	BLOCK 1
9:30 – 10:45	BLOCK 2
10:50 – 11:20	LUNCH
11:25 – 12:40	BLOCK 3
12:45 – 1:25	FLEX-TIME
1:30 – 2:45	BLOCK 4

TWO-HOUR DELAY

10:00	FIRST BELL
10:05 – 11:05	BLOCK 1
11:10 – 12:05	BLOCK 2
12:10 – 12:45	LUNCH
12:50 – 1:45	BLOCK 3
1:50 – 2:45	BLOCK 4

Co-Curricular Eligibility

Co-curricular activities that require considerable time after school or away from school are subject to the following eligibility rule: students must pass ALL courses each quarter in order to participate in those activities for the following quarter. Students in academic jeopardy may be suspended from co-curricular activities including sports participation at any time at the discretion of the Administration. The Dean of Student Success works with local high school Athletic Directors to ensure eligibility is maintained.

College Admissions

Since admission requirements vary widely between higher education institutions, students should consult college bulletins, catalogs and websites of different institutions early in their high school careers to assure they are completing the necessary requirements. It is important to remember that admissions to college are generally competitive, and students should consider enrolling in course work that exceeds the minimum requirements. The following table generalizes recommended admissions requirements for various post-secondary programs.

	English	Social Studies	Mathematics	Lab Sciences	World Language
Two-Year Colleges	4	3	3	2	0-2
Engineering	4	3	4-5	4-5	2-4
Four-Year Colleges	4	3	3-4	3-4	2-4
Highly Selective Colleges	4	3-4	4-5	4-5	3-5

College Credit

Students may earn college credit through select GVP dual enrollment courses with credit through Early College at Your High School (Running Start) available through River Valley Community College (RVCC). This provides high school students with the opportunity to earn college credit while simultaneously completing the requirements for high school graduation. Specific GVP courses that have been designated as dual enrollment courses have been determined to offer the same content to a course at RVCC. These credits are accepted at many colleges around the United States, including the University System of New Hampshire.

Students may also access courses on-line through Early College at RVCC (Bridge2College). New Hampshire high school students taking courses through these programs are permitted two free courses per academic year through the NH Governor's Scholarship.

College Transcripts

Requests for transcripts may be made to the Counseling Office. When the transcripts are to be sent out with college applications, the applications should be sent in to the Counseling Office two (2) weeks prior to the college's deadline. There is no fee for sending transcripts of current students. There is a fee of \$5 for alumni requesting transcripts after graduation.

College Visits

Juniors and seniors are encouraged to visit colleges for tours or interviews on non-school days. If needed, seniors can schedule up to four (4) excused days from school for college interviews, visits or orientations. Juniors are allowed two (2) college visitations in the spring semester. Students must complete a request form and return it to the Counseling Office **at least two (2) school days prior to the visit** in order for these visits to be excused. Without a completed form, the visit is counted as an unexcused absence and the student may forfeit any remaining visitation days. Students are responsible for classwork and homework missed.

Computers

With teacher approval, students may use devices such as laptops, iPads, tablets and eReaders in the classroom to access and save information from the Internet, collaborate with other learners, and utilize productivity available to them. Cell phones are not allowed in the BYOD network.

Conferences

Formal parent/teacher conferences will be offered twice a year, in the fall and spring. Parents are notified of the date and conferences are scheduled through the Main Office, thus coordinating faculty and parent schedules. During the school year, parents are encouraged to maintain contact with their child's teacher through the use of individual conferences. Parents desiring a conference should contact the teacher either by email or by leaving a message with the office. It is helpful at the time of your request to suggest times when you would be available. Teachers will contact parents to schedule a convenient meeting time.

Contacting School Personnel

Attendance – Contact the Main Office by phone or by email to office@granitevalleyprep.org by 8:30am on the day of the absence.

Behavioral issues, co-curricular activities, safety and security of building and grounds – Please contact the classroom teacher or activity advisor for any behavioral concerns in classes or activities. Continued concerns, or questions regarding attendance or building safety can be directed to the Director of Education.

Classroom/Academic issues – Contact the classroom teacher first, and then our Dean of Student Success.

Family/social/emotional issues – Contact our Dean of Student Success if your child is experiencing social or emotional issues (personal or family) that might affect their experience during the school day.

Counseling

The goal of the Dean of Student Success is to assist students and parents in a variety of activities that affect educational development. Among these are scheduling of courses, overseeing internships or Extended Learning Opportunities, counseling for future educational and career opportunities, serving as a liaison between school and community groups, making resources available to students and parents to assist in decision-making, and short-term personal counseling and/or referral. The Dean of Student Success adheres to a policy of confidentiality, except when the individual or the GVP community is at risk. The Dean of Student Success is responsible for assisting students in registering for college admission tests.

Course Failures

A failed course may be made up by repeating the course, completing an approved online course, or in some cases, demonstrating proficiency in specific course competencies.

Course Level Changes

Students wishing to change a level in any core course must be recommended by the current teacher and a meeting with the Dean of Student Success for approval. Level Change forms are available in the Dean of Student Success' Office. Level changes are made when they are academically necessary and in the best interest of the student. All students should be enrolled in challenging but reasonable courses in which they have the ability to succeed. Students in Honors classes must maintain a minimum grade of B- or may be moved to lower-level course.

Course Selections

Students should discuss their course selections with their parents, teachers, and the Dean of Student Success. Course selections are completed using the course selection forms each spring.

Credit Requirements

The Program of Studies contains a detailed description of all courses offered. It is important that students consult college catalogs of schools of their choice and plan their course selections in order to complete the required 28 credits.

Directed Physical Education for Credit

In accordance with GVP graduation requirements, students may receive a maximum of 0.5 credit (of the total one credit of PE required) toward the Physical Education credit requirement for participation in one full season of an GVP approved physical activity or sport. The coach/instructor of the sport/physical activity will determine whether the student participated in one full season. Full season participation is defined as attending approximately 80% of practices and/or competitions/classes. Students are required to keep track of their participation hours daily by completing an Activity Time Log. The total number of hours must be at least 60 in a 90-school day period. The student must complete a written reflection documenting knowledge and understanding of the six core competencies related to physical education. This reflection is due two weeks prior to the end of the semester. The student must submit a completed Request for Directed Physical Education Credit form and Activity Time Log with the approval to the Dean of Student Success within the same academic year of participation. Successful completion will grant .5 credit toward the student's PE graduation requirement. Credit will be given Pass/Fail. Students **MUST** complete their PE requirements **BEFORE** their senior year. Forms are available from the Dean of Student Success and the Main Office.

Exams

Mid-year and final examinations will be administered. Specific details will be course dependent. Students are required to take their exams on the dates scheduled in the school calendar. **No student is permitted to take an exam outside of the scheduled time without the approval of the Dean of Student Success. Written requests from parents regarding extenuating circumstances must be made to the Dean of Student Success two weeks prior to the exam period.**

Grading Scale

LETTER GRADE	NUMBER RANGE	College Prep	Honors
A +	100-98	4.0	4.3
A	97-95	4.0	4.3
A-	94-92	3.7	4.0
B+	91-89	3.3	3.6
B	88-86	3.0	3.3
B-	85-83	2.7	3.0
C+	82-80	2.3	2.6
C	79-77	2.0	2.3
C-	76-74	1.7	2.0
D+	73-71	1.3	1.3
D	70-68	1.0	1.0
D-	67-65	0.7	0.7
F	64-0	0.0	0.0

Grading System

Numeric grades are provided on report cards and recorded on school transcripts. At GVP the passing grade is 65. Grades are weighted based on course levels.

Physical Education and ELOs are graded Pass/Fail.

Graduation Requirements

The **minimum** graduation requirements are:

English.....	4	World Language.....	2
Math.....	4.5	Physical Education.....	1
(including .5 Financial Literacy)		Health.....	.5
Social Studies.....	4	Technology.....	.5
Science.....	3	Electives.....	5
Creator, Leader, Educator Series.....	2.5		
Fine Arts.....	1	Total.....	28

Courses taken beyond the minimum graduation requirements will count towards elective requirements.

Homework

Homework may take the form of written assignments, reading, reviewing, or studying/preparing for long-range tests or projects and is an integral part of the curriculum and essential to the learning process. Homework is assigned at the discretion of the teacher and may be graded or non-graded. Homework is expected to be submitted on the day it is due.

Students cannot work together on homework unless explicit permission is given by the teacher.

Honors/Awards

Unweighted grades are used to determine distinctions. Graduating seniors may be designated:

Summa Cum Laude (with high honors) 4.0

Magna Cum Laude (with great honors) 3.8 to 3.99

Cum Laude (with honors) 3.6 to 3.79

Transcripts will show “Candidate for Summa Cum Laude,” “Candidate for Magna Cum Laude,” or “Candidate for Cum Laude” based on the cumulative and weighted average at the time of the transcript request.

Honors vs. College Prep Courses

Both College Prep and Honors classes have the following attributes:

- Follow a rigorous curriculum.
- Prepare students for college coursework.
- Develop critical thinking skills.
- Include cumulative midterm and final exams.
- Utilize project and traditional based learning, including presentations, essays, reading grade-level texts, classroom discussion, and individual and/or group projects.

Honors classes differ from College Prep in the following ways:

- Greater depth and complexity of study.
- Textbooks may be above grade level.
- Students work independent of teacher assistance more often.
- Pacing is quicker.
- Required course reading is more often done as homework outside of class rather than during class.
- Assigned readings are at a higher level of difficulty.
- Homework typically requires students to think critically and synthesize the material that they learned in class that day. As a result, homework generally takes longer.

Incompletes

In cases of extended absence excused by the Director of Education or Dean of Student Success, a quarter or final grade of incomplete may be posted on the report card. All Incompletes must be made up at a time agreed upon with the administration.

Make-up Work

Following an absence from class, the student is required to ask teachers what work was missed. Arrangements to make up work must be done upon the student's return to school. The teacher will determine a reasonable make-up time. Students may be penalized for work not completed on time. **If a student willfully cuts a class or skips school, make-up work may not be allowed.**

When there is a planned absence, the student is required to complete the Planned Absence Form (see Resources section of the GVP website) to help gather advanced assignments from his/her teachers and to establish a schedule for completing assignments and tests. Since it is not always possible or desirable to provide all of the assignments that will be covered during the time of the absence, some assignments may be required to be completed by the student upon his/her return to school. The Planned Absence Form must be completed at least **two weeks** prior to the planned absence.

Students missing a class because of a scheduled school event, field trip or for other excused absences must make arrangements to complete missed work. A student missing work during an unexcused absence must complete work on the day they return. Parents of students missing school due to personal travel, vacations, extended holidays, or family circumstances **MUST** notify the Main Office with specific reasons and dates of absence at least one week **PRIOR to the absence**. Administrators will determine the appropriate makeup period and notify teachers that the student will not be in attendance. Students are encouraged to travel with their books and follow the class work assigned. Any work not completed in the assigned makeup time may be subject to penalties.

New Hampshire Scholars

GVP participates in the New Hampshire Scholars program. Our graduation requirements for the honors diploma satisfy the NH Scholars Core Course of Study. In addition to the Core Course of Study, students may also choose to follow one of the specific designated optional pathways.

Students who achieve NH Scholar status will be specially recognized at graduation and may be eligible for specific scholarships at NH post-secondary schools. For details:

<https://nhscholars.org/>



NEW HAMPSHIRE SCHOLARS CORE COURSE OF STUDY & OPTIONAL PATHWAYS

	Core Course of Study • 4 years of English • 4 years of Math • 3 years of Science with labs • 3 ½ years of Social Studies/ Social Science • 2 years of a foreign language	STEM Pathway • 4 years of English • 4 years of Math • 4 years of Science (3 with labs) • 3 ½ years of Social Studies/ Social Science • 2 years of a foreign language • 1 year (or more) STEM-related • Minimum 3.2 GPA (4.0 scale)
Arts Pathway • 4 years of English • 4 years of Math • 3 years of Science with labs • 3 ½ years of Social Studies/ Social Science • 2 years of a foreign language • 2 years (or more) Arts-related • Minimum 3.2 GPA (4.0 scale)	STEAM Pathway • 4 years of English • 4 years of Math • 4 years of Science (3 with labs) • 3 ½ years of Social Studies/ Social Science • 2 years of a foreign language • 1 year (or more) STEM-related • 2 years (or more) Arts-related • Minimum 3.2 GPA (4.0 scale)	Career Pathway • Core Course of Study • 1 career credit • One work-based learning experience • Earned college credits, industry-recognized certificate, or post-secondary hours

Online Courses

Students are welcome to enroll in online courses for enrichment. However, online courses will be approved as substitutes for core academic courses only in unusual and specific circumstances.

GVP grants credit for online instructional courses taken through a variety of programs, including Virtual Learning Academy Charter School (VLACS). Before registering for any online course, students must complete an External Course Approval Form (available on our website). This form must be signed by the student and parent and approved by the Administration. This process must be completed before the student formally enrolls in the online course. Once the course is completed the student should request that a

transcript be sent to GVP. After the school has received the transcript, the information will be entered into our system so that the course will appear on the student's record.

Parenting Plans

In the case of divorced or separated parents, parents shall submit to the school an updated parenting plan that sets forth the **decision-making and residential** responsibilities of the parents. In the absence of submission to the school of a parenting plan, court order, or decree to the contrary, both parents will have the opportunity to request academic reports and information pertaining to the school.

Progress Reports

Students receive progress reports midway through each quarter. Progress reports include summaries of grades and are posted on our SIS to all parents/guardians.

Records Release

When students or parents request, permission is granted for GVP to release the student's transcripts, grades, recommendations, and other information required by college. In other cases when transcripts are requested, parents will be asked to sign a "Records Release Form" granting GVP permission to send requested information. Students 18 years of age and older do not need a parental signature and may sign on their own. **Note: sending test scores to the colleges is the responsibility of the student.**

Report Cards

Report cards are emailed to parents/guardians at the end of each of the four quarterly marking periods.

SIS (Student Information System)

ALMA is the web-based student information system used by Granite Valley Preparatory to maintain student data including attendance, grades, and course information, as well as used by parents for ordering lunches. ALMA accounts should be created and maintained by all families. Information will be provided at the beginning of the school year.

Standardized Testing

The Dean of Student Success will work with sophomores and juniors to make arrangements to take the PSAT/NMSQT and PSAT (Preliminary Scholastic Aptitude Test) in the fall of both their sophomore and junior years. This testing should be arranged at the student's home school at other testing facilities. Scores from the junior year testing are used to qualify students for the National Merit Scholarship Program. Results and detailed explanations will be made available to students and parents. Individualized SAT review is available through the College Board. Khan Academy can be used for a personalized practice program based on individual test scores.

Students should plan to take the SAT and/or ACT at least twice, usually during the spring of the junior year and the fall of the senior year. As part of the NH State testing program all juniors participate in the SAT free of charge. Students are automatically registered for this special test by Granite Valley Preparatory and will be given on site. Once students have taken this test, they can again use the online review materials or register for an SAT prep program to prepare for repeating the test in the fall of the senior year. The exams are given nationally on specific dates chosen by the College Board. Information is available with the Dean of Student Success or on the College Board website.

The ACT is another type of college entrance exam. This tests students in the areas of English, Math, Reading and Science with an optional Writing Assessment.

Students in grades 11 and 12 should research the testing requirements of the college(s) in which they have interest to assure they meet the expectations and schedule testing at appropriate times. All student-athletes should pay particular attention to dates as there are sometimes conflicts with athletic events.

Textbooks/Materials

GVP provides textbooks and other instructional materials to students in order to maximize their educational experience. These items are on loan to students, and all efforts must be made to keep them in good condition. Students need to report any and all problems with their textbooks and materials to the teacher immediately. In cases where textbooks or other instructional materials are lost, damaged, or destroyed in excess of reasonable wear and tear, the student or parent will be assessed an amount sufficient to cover replacement cost(s).

Transcript Modifications

GVP is committed to maintaining the accuracy and integrity of student transcripts. Transcripts serve as a comprehensive record of a student's academic achievements during their high school years. Requests for modifications to a student's official transcript will be considered in accordance with the following policy. Such requests may include corrections, updates, or additions to the transcript. The following are authorized reasons for modifying a student's transcript: correction of clerical errors, such as typographical errors, miscalculated grades, or inaccurately recorded course titles; addition of course completions, grades, or credits that were inadvertently omitted from the original transcript; changes due to grade appeals or successful completion of a course after the transcript has been initially issued. Students or parents/guardians must submit a written request via email for transcript modification to the Dean of Student Success. The request should include the specific modification(s) requested and any supporting documentation, if applicable. If the request meets the authorized criteria, the modification will be approved, and the transcript will be updated accordingly. The updated transcript will be sent to relevant educational institutions, if necessary. GVP will maintain a record of all transcript modification requests and their outcomes.

Transfer Students

GVP accepts transfer students as freshmen, sophomores, juniors, and first semester seniors only. During our first year of operation we will not be accepting seniors.

All official transcripts will be reviewed on a case-by-case basis to determine credit alignment and graduation requirements. GPAs from accredited schools will be honored.

ACADEMIC HONESTY AND EXPECTATIONS

Academic Integrity

Granite Valley Preparatory defines academic dishonesty as the following:

- Intentionally copying another student's assignments, tests/question answers, or any other class work and presenting it as their own
- Unauthorized use of any form of "cheat sheet" during a test or quiz (accessing information on paper, electronic, written on hand, etc.)
- Providing a fellow student with advance information about or answers, or other assigned work
- Allowing a fellow student to copy their assignment, test/quiz answers, or other assigned work
- Plagiarism, which is the use of another person's words or ideas without property indication the source, paraphrasing indirect quotations without citation, or using AI/generative tools without citation
- Use of online language translator for world language classes
- Unauthorized use of AI/generative tools such as Chat GPT, Photomath, and Essay Bot

Students MUST assume that any paper, project, report or presentation should always give credit to the original source. All sources of information should be credited or cited according to the Modern Language Association (MLA) Style Sheet. Students are always encouraged to seek assistance if confused in any way regarding sources and citations.

The minimum consequence for academic dishonesty is a grade of zero on the assignment or assessment.

At the discretion of the teacher, the student may be given the opportunity to redo the assignment or assessment for a grade of F (50%)

Students who engage in academic dishonesty will be ineligible for Honor Roll during the quarter in which the infraction occurred.

Student Responsibilities

Every student has the responsibility and obligation to assist in protecting the integrity of the learning process by (1) not participating, either directly or indirectly, in cheating or plagiarism, (2) actively discouraging cheating or plagiarism by others, and (3) and reporting all instances of which a student has knowledge. A person who knowingly assists another person in cheating or plagiarism is as guilty as the person receiving help.

Acceptable Use Policy for Computer Network

The Granite Valley Preparatory computer network is established for the **educational and professional use of Granite Valley Preparatory students, faculty and staff**. The goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication.

Users are expected to avoid actions which are illegal, unethical, or against school rules. Such actions include, but are not limited to:

- Making false statements about other people – harassment of any kind, direct or indirect personal attacks.
- Deliberate access to inappropriate materials – including “adult” materials.
- Sending PM (Personal instant messages) on the school’s computers.
- Damaging the computers, computer system or computer network – including changing the configuration of the computers and the software, or any disruption of the computer system.
- Violating copyright laws – Users should cite information, found electronically, in the same way they do information found in printed sources. Granite Valley Preparatory will not tolerate the use of its system for the illegal copying or storing of illegally acquired material.
- Accessing other people’s files – Students may not attempt to gain unauthorized access to any file, computer or network at Granite Valley Preparatory or through its systems, or go beyond authorized access. This includes any attempt to log in through another person’s account, access another person’s files, or take advantage of a user who inadvertently leaves a computer without logging out.
- Students found in violation of these guidelines will have their network privileges revoked and may face further disciplinary action.

Electronic Devices for Learning

GVP affirms the educational use of electronic devices to promote learning and increase technology literacy. Students may use electronic devices such as laptops, notebooks, and tablets (not CELL PHONES) with the following restrictions:

- Students may use electronic devices, as defined above, in the classroom with the **permission of the teacher**.
- Under no circumstance may a student use technology while taking an assessment unless approved by the teacher.
- Students may use electronic devices, as defined above, **for educational, not social or recreational use** during lunch, study halls, and in the library.
- **At no time** is a student allowed to wear headphones or earbuds with an approved electronic device, unless approved by a teacher for educational purposes.

PLEASE NOTE THAT SOME COURSES ARE OFFERED EVERY OTHER YEAR OR DEPENDING ON STUDENT DEMAND.

COURSES

ENGLISH DEPARTMENT

INTRODUCTION TO LITERARY GENRES

Levels available: College Prep/Honors

Grade 9 • 1 credit

Prerequisite for Honors: B+ or better in 8th grade Literature class and teacher recommendation

To prepare students for the rigorous demands of high school, students will explore a diverse range of literary forms, including fiction, non-fiction, poetry, and drama. It includes intensive work in descriptive and expository writing with special attention to prewriting techniques, sentence variety, and paragraph development. Through reading, discussion, and written assignments, students will develop critical thinking and analytical skills. This foundational class aims to foster a lifelong appreciation for literature and prepare students for more advanced literary studies.

WORLD LITERATURE

Levels available: College Prep/Honors

Grade 10 • 1 credit

Prerequisite for Honors: B or better in previous Honors courses and teacher recommendation

Complementing the World History course required for sophomores, this course exposes students to the works of major world authors including a sample of African, Latin American, European, and Asian writers in a historical and cultural context. Students study changing cultural and historical patterns in literature with an eye towards recognizing the shared life experiences that connect all of humanity. Classroom activities and readings encourage students to broaden their perspectives of literature and life, to develop analytical skills, to think creatively and refine their abilities to communicate effectively through spoken and written word. Students write essays and a required research paper to refine their analytic and communication skills.

U.S. LITERATURE

Levels available: College Prep/Honors

Grade 11 • 1 credit

Prerequisite for Honors: B or better in previous Honors courses and teacher recommendation

U.S. Literature Honors is a dual enrollment course with possible college credit through River Valley Community College (RVCC)

Complementing the U.S. History course required for juniors, this course is an historical survey of U.S. Literature from 1771 through the 20th Century. Classroom activities stress the writing process and research skills culminating in a research project using internal documentation. Students also work extensively with vocabulary and reading comprehension preparation for the SAT. U.S. Literature seeks to broaden the students' perspective and deepen their understanding of the inevitable relationship between the literature and history of any given era.

COLLEGE COMPOSITION AND RHETORIC

Levels available: College Prep/Honors

Grade 12 • 1 credit

Prerequisite for Honors: B or better in previous Honors courses and teacher recommendation

This course develops advanced reading, writing, and rhetorical analysis skills through the study of nonfiction texts, including essays, speeches, journalism, memoirs, and visual media. Students learn to craft arguments, analyze language, and write with clarity and purpose, preparing them for college-level work and real-world communication. Emphasis is placed on critical thinking and the effective use of evidence to support original ideas.

FILM STUDIES

Levels available: College Prep

Grades 9, 10, 11, 12 • .5 Credit – Semester

This course will introduce an appreciation of film, exploring the varieties of film experience, and the ways of viewing. Students will learn about the basic cinematic techniques and structures, including mise-en-scene and montage, use of cinematic time and space, the image, soundtrack, and the script. Consideration will also be given to analyzing the fundamentals of film production, directing, acting, and editing; how the elements of the production process are analyzed separately, then brought together to show how they create the emotional and intellectual impact of the film experience. ***This course does not fulfill an English graduation requirement.***

FILM STUDIES II

Levels available: College Prep

Grades 9, 10, 11, 12 • .5 Credit – Semester

Film Studies II will have a focus on foreign films that expanded the art form. Most of these films are from the 20th century and are in languages like French and Italian. It is strongly recommended that students take either Film Studies and/or are above their second level in World Language classes. ***This course does not fulfill an English graduation requirement.***

FINE ARTS DEPARTMENT

To fulfill the **Fine Arts graduation requirement**, students must earn **1.0 credit** by successfully completing one of the following performance-based courses:

- **Art I**
- **Jazz Ensemble**
- **Chorus**

After meeting this requirement, **any additional courses** taken within the **Fine Arts Department** may be applied toward the **1.0 credit “Creator Series”** graduation requirement.

VISUAL ARTS

ART I

Levels available: College Prep

Grades 9, 10, 11, 12 • 1 credit

****Students may submit a portfolio and/or a teacher recommendation to bypass Art I.***

An exploration of the concepts, media, and processes of making art. Students engage in a range of individual and collaborative creative projects focused on developing visual literacy, skill-building, and self-expression.

PAINTING I

Levels available: College Prep

Grades 10, 11, 12 • 1 credit

Prerequisite: Art I

Dual enrollment course with possible college credit through River Valley Community College (RVCC)

Dual enrollment course with possible college credit through River Valley Community College (RVCC)

An introduction to color theory and color harmonies using chalk pastels, oil pastels, watercolor and acrylic paint. Painting subjects will be from life, photograph, abstract, narrative and expressionist.

3D DESIGN AND CERAMICS

Levels available: College Prep

Grades 10, 11, 12 • 1 credit

Prerequisite: Art I

This course explores 3D building with traditional and non-traditional materials including wire, plaster, cardboard, and clay. Students will learn about the contemporary and historical practices of ceramics and sculpture while developing meaningful works that support personal expression and problem solving.

PAINTING II

Levels available: College Prep

Grades 11, 12 • 1 credit

Prerequisite: Painting I

Students will learn to work in a series and to create a body of work based on a concept developed at the beginning of the semester. The course is designed to create a more independent approach to painting and to conceptual art that still utilizes the skills built upon in Painting I.

PRINTMAKING

Levels available: College Prep

Grades 11, 12 • 1 credit

Prerequisite: Painting I

A survey of techniques and history of printmaking. Investigation of “green” relief, screen-printing, and monotype processes. Covers both black-and-white and color printing processes. Further brainstorming, drawing and design skills, and professional printmaking practice will be emphasized.

2D DESIGN

Levels available: College Prep

Grades 9, 10, 11, 12 • .5 credit - Semester

Covers basic design principles including the use of emphasis, harmony, movement, form, color, repetition and variety. Student work is mostly abstract and completed in a variety of 2D media including charcoal, graphite, pastel, and paint.

DRAWING

Levels available: College Prep

Grades 9, 10, 11, 12 • .5 credit – Semester

***Dual enrollment course with possible college credit through River Valley
Community College (RVCC)***

Students work from representational sources to learn the basics of drawing. Still life, self-portrait, and perspective drawings are completed in a variety of media including graphite, ink and charcoal.

MUSIC

JAZZ ENSEMBLE

Levels available: College Prep

Grades 9, 10, 11, 12 • 1 credit

This course will be an all-inclusive ensemble with an emphasis on improvisation. Students will be introduced to soloing concepts and how to navigate the genre. We will break down jazz and its styles to give students a broad understanding of the genre, and what sets it apart from other kinds of music. Auditions will be necessary to create a well-tailored experience for all students, but will not dictate acceptance into the course. Performances will include the annual Winter and Spring Arts Showcases.

CHORUS

Levels available: College Prep

Grades 9, 10, 11, 12 • 1 credit

This course will focus on the development of basic vocal skills in a group setting. Students will explore various styles of vocal music including traditional, popular, blues, rocks, jazz. etc. Rehearsal techniques will be presented, with an emphasis on the development of the vocal ensemble for the purpose of school and/or public performance. Students will also learn basic music reading skills, harmony and theory as it applies to vocal performance. Other music skills that will be developed include part-singing, pitch control, rhythm dictation, breathing, musical interpretation, phrasing and enunciation. Performances will include the annual Winter and Spring Arts Showcases.

BEGINNER BASS

Levels available: Open

Grades 9, 10, 11, 12 • .5 credit - Semester

This class is designed for those students with little or no bass experience. Students will have the opportunity to learn a variety of chords and melodies that will enable them to play songs from the jazz, rock and pop music styles. Class time will be divided between short learning drills, chord and melody practice, small group practice of guitar ensemble music, and learning to play jazz, rock, and pop songs. NOTE: Students must provide their own instruments. ***This course does not fulfill a Fine Arts graduation requirement.***

INTERMEDIATE BASS

Levels available: Open

Grades 9, 10, 11, 12 • .5 credit - Semester

This class is designed for those students with strong basic bass experience. Students will have the opportunity to move beyond basic chord and melody playing and concentrate on more advanced techniques such as barre chords, finger picking, and more advanced bass ensemble music. Students will also have the opportunity to learn more advanced songs from the jazz, rock, and pop music styles. NOTE: Students must provide their own instruments. ***This course does not fulfill a Fine Arts graduation requirement.***

BEGINNER GUITAR
Levels available: Open

Grades 9, 10, 11, 12 • .5 credit - Semester

This class is designed for those students with little or no guitar experience. Students will have the opportunity to learn a variety of chords and melodies that will enable them to play songs from the rock, pop, and folk music styles. Class time will be divided between short learning drills, chord and melody practice, small group practice of guitar ensemble music, and learning to play folk, rock, and pop songs. NOTE: Students must provide their own instruments. ***This course does not fulfill a Fine Arts graduation requirement.***

INTERMEDIATE GUITAR
Levels available: Open

Grades 9, 10, 11, 12 • .5 credit - Semester

This class is designed for those students with strong basic guitar experience. Students will have the opportunity to move beyond basic chord and melody playing and concentrate on more advanced techniques such as barre chords, finger picking, and more advanced guitar ensemble music. Students will also have the opportunity to learn more advanced songs from the folk, rock, and pop music styles. NOTE: Students must provide their own instruments. ***This course does not fulfill a Fine Arts graduation requirement.***

MUSIC THEORY
Levels available: College Prep

Grades 9, 10, 11, 12 • .5 credit - Semester

Students will learn elements of music theory and apply this to either their instrument of choice or listening examples. This course will include history and written music studies as they connect to what we hear today. Class will strive towards a practical understanding of concepts in composition, instrumental techniques or ear training, and a basic knowledge of music history. ***This course does not fulfill a Fine Arts graduation requirement.***

MUSIC PRODUCTION
Levels available: College Prep

Grade 9, 10, 11, 12 • .5 credit - Semester

Students will learn the fundamentals of recording in various settings including solo and small groups. They will learn how to manipulate sound, add effects and edit with a Digital Interface. Additionally, they will learn how to use MIDI. Students will leave with the ability to create a home recording having produced and mastered it themselves. ***This course does not fulfill a Fine Arts graduation requirement.***

SOUND DESIGN
Levels available: College Prep
Grade 9, 10, 11, 12 • .5 credit – Semester
Prerequisite: Music Production

In Sound Design students will learn skills in advanced editing, mixing, and composition. This course will mainly be project focused. Students will build on skills from Introduction to Music Production to explore the broader applications of sound design in various fields like film and marketing. Projects will include film scoring, remixing music and working with difficult recording environments to create sound effects. ***This course does not fulfill a Fine Arts graduation requirement.***

MATHEMATICS DEPARTMENT

**Students requesting to begin at a higher level than Algebra I must take a comprehensive exam in May to determine eligibility.*

FOUNDATIONS OF ALGEBRA

Levels available: College Prep

Grade: 9 • 1 credit

Students in this course will spend time further developing their computational skills and number sense. Students will encounter situations where they will need to be proficient in performing mathematical operations on integers, decimals and fractions. Students will then translate those skills to algebraic expressions. Students will solve increasingly complex problems requiring proper use of order of operations, simplifying, and solving multistep equations. Successful completion of this course will place a student in Algebra 1.

ALGEBRA I

Levels available: College Prep/Honors

Grades 9, 10 • 1 credit

Prerequisite for Honors: B- or better in an introductory 8th grade Algebra class and teacher recommendation

This is a traditional course in elementary algebra with an emphasis on solving problems. Students will also employ their skills on a variety of projects throughout the course designed to extend their classwork into a broader understanding of the world around them. The course falls into five basic parts: 1) the four operations on real numbers and their use in the solution of simple equations and related problems; 2) linear equations, inequalities, functions and relations, and systems of open sentences; 3) irrational numbers and exponents; 4) exposure to rational, exponential and quadratic functions and equations; 5) polynomials and factoring, leading to the solution of more complicated problems. A scientific calculator is required for the course. A Texas Instruments TI-83 or TI-84 series graphing calculator is recommended.

GEOMETRY

Levels available: College Prep/Honors

Grades 9, 10, 11 • 1 credit

Prerequisite: Algebra I

Prerequisite for Honors: B- or better in Algebra I Honors or successful completion of a comprehensive exam administered by the GVP Math Department

This course is an in-depth exploration of the concepts of Euclidean plane and 3-dimensional geometry. The course emphasizes deductive reasoning and rigorous proof which are the foundations of higher mathematics. Students are required to understand and use the vocabulary and concepts of geometry which are explored from the postulate and theorem level. Students will develop deductive and inductive reasoning skills through the writing of proofs, problem solving, and an exposure to technical drawing methods to solve problems visually. Students will practice solving problems and work on various cooperative and independent exercises and projects in their day-to-day work. A scientific calculator is required for the course. A Texas Instruments TI-83 or TI-84 series graphing calculator is recommended.

ALGEBRA II

Levels available: College Prep

Grade 9, 10, 11, 12 • 1 credit

Prerequisite: Algebra I and Geometry

Prerequisite for Honors: B- or better in previous Honors courses and teacher recommendation

The course includes analysis, interpretation and graphing of higher degree polynomials, rational and irrational functions, including transformations of the same. The course will also include extension of algebraic concepts into the complex number system, an exploration of exponential equations and their uses, and an introduction to logarithms. Students will work with systems of equations, factoring, and data analysis techniques to solve problems independently and in small groups. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

ALGEBRA II/TRIGONOMETRY

Levels available: Honors

Grades 10, 11, 12 • 1 credit

Prerequisite: Algebra I and Geometry with B- or better in previous Honors courses and/or teacher recommendation

The course includes in-depth analysis of higher degree polynomials; analysis, interpretation and graphing of rational and irrational functions, including asymptotic behavior; consideration of the conic sections, including transformations; an introduction to logarithmic and trigonometric functions; expansion of algebraic concepts into the complex number system. The course will include the study of trigonometry and its applications. Students will work with systems of equations, factoring, and data analysis techniques to solve problems independently and in small groups. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

PRECALCULUS FUNCTIONS

Levels available: Honors

Grades 11, 12 • 1 credit

Prerequisite: Algebra I, Geometry, Algebra II/Trigonometry with

B- or better in previous Honors courses and/or teacher recommendation

Precalculus Functions is designed to give a thorough preparation for college Calculus. This course is an analysis of families of functions and relations – polynomials; rational functions; radical functions; exponential functions; logarithmic functions; trigonometric functions - and their graphs. This course will also include vectors in planes and space including dot and cross products, polar and parametric equations and their applications, and introduce 3-D coordinate systems. Students will solve problems both algebraically and through the graphing calculator and graphing software; the course will include an introduction to the fundamental aspects of Calculus including an introduction to limits, derivatives, and general curve sketching. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

CALCULUS

Levels available: Honors

Grades 12 • 1 credit

Prerequisite: Precalculus Functions with B- or better in previous

Honors courses and teacher recommendation

Students may take the AP Calculus AB exam.

(Offered starting during the 26-27 school year)

Calculus is meant for the student who is interested in pursuing a college major with a strong emphasis in mathematics or engineering. The course will cover three main topics of Calculus and their applications: limits, derivatives, and integrals. The course will emphasize a multi-representational approach to calculus with concepts and solutions expressed graphically, numerically, and analytically. Students explore the concepts of limits and continuity; differentiation and its applications to problems of extreme and related rates of change; integration and its application to the solution of differential equations; definite integrals and their application to finding areas, volumes, and length of curves. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

FINANCIAL LITERACY

Levels available: College Prep

Grades 11, 12 • .5 credit

Prerequisite: Algebra I and Geometry

(Offered starting during the 26-27 school year)

This course will equip students with essential skills for managing personal finances effectively. Students will learn about budgeting, saving, investing, credit, and debt management. The course will cover fundamental financial principles and practical applications, such as understanding bank accounts, credit scores, loans, and financial planning for the future. By the end of the course, students will have a solid foundation in personal finance, enabling them to make informed financial decisions and prepare for economic challenges. The learning process will include multiple small group projects related to the subject. **Successful completion of this course fulfills the NH graduation requirement for financial literacy**

ADVANCED FINANCIAL LITERACY

Levels available: College Prep

Grade 12 • .5 credit

Prerequisite: Financial Literacy

(Offered starting during the 26-27 school year)

Building on the foundational knowledge gained in Financial Literacy, this course delves deeper into personal finance management and financial planning. Students will explore more complex topics, including investment strategies, retirement planning, tax considerations, and risk management. The course will also cover advanced credit and debt management techniques, real estate fundamentals, and the impact of economic policies on personal finances. The learning process will include multiple small group projects related to the subject.

PHYSICAL EDUCATION AND HEALTH DEPARTMENT

PHYSICAL EDUCATION I

Levels available: Open

Grades 9, 10, 11 • .5 credit - Semester

Physical literacy is the ability, confidence, and desire to be physically active for life. Personal fitness principles and concepts are introduced and practiced throughout the semester during activities at the Keene Family YMCA. The personal fitness curriculum is designed with the intent of improving the many aspects of wellness including, cardiovascular fitness, muscular strength, endurance, and flexibility. Personal fitness allows students the opportunity to establish their own fitness goals based on specific fitness testing at the start of the semester and repeated at the conclusion of the course. The objective of this course is to help students gain self-discipline, accept personal challenges, experience personal accomplishment, and make fitness a life-long goal. This course is taught by Keene Y staff and given Pass/Fail.

PHYSICAL EDUCATION II

Levels available: Open

Grades 9, 10, 11, 12 • .5 credit – Semester

Prerequisite: Physical Education I

The personal fitness curriculum is designed with the intent of improving the many aspects of wellness including, cardiovascular fitness, muscular strength and endurance, flexibility, body composition, and mental health. This class held at the Keene Family YMCA incorporates a wide variety of physical activities in order to target every one of these aspects, such as strength training, circuit training, and aerobic and anaerobic activities. Personal fitness allows students the opportunity to create their own fitness plan and choose exercises and activities that target their specific fitness goals and desired results. Students will also explore fitness technology, which can help monitor their progress and workouts. This course is taught by Keene Y staff and given Pass/Fail.

WEIGHT TRAINING

Levels available: Open

Grades 9, 10, 11, 12 • .5 credit – Semester

Prerequisite: Physical Education I or instructor recommendation

The emphasis in this course is on muscular strength, endurance, flexibility, and safety. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. In addition, students will monitor and improve their fitness levels by participating in fitness assessments throughout the semester. This class will be held at the Keene Family YMCA. This course is taught by Keene Y staff and given Pass/Fail.

DIRECTED PHYSICAL EDUCATION

Levels available: Open

Grades 9, 10, 11, 12 • .5 credit - Semester

In accordance with Granite Valley Preparatory (GVP) graduation requirements, students may receive a maximum of 0.5 credit toward the PE credit requirement for participation in an approved physical activity or sport. Students must participate in a full season, defined as attending approximately 80% of practices and/or competitions/classes. The total number of hours must be at least 60 in a 90-school day period. Students must complete a special form (Request for Directed Physical Education Credit – see the GVP website under Resources) prior to the start of the season. Completion of a written reflection documenting knowledge and understanding of the six core competencies related to physical education is required at the end of the season. This course is given Pass/Fail.

HEALTH

Levels available: Open

Grades 9, 10, 11, 12 • .5 credit - Semester

This comprehensive health class equips students with essential knowledge and skills to make informed decisions about their physical, mental, and emotional well-being. The curriculum covers a wide range of topics, including nutrition, personal fitness, mental health, substance abuse prevention, sexual health, and disease prevention. Students will engage in discussions, projects, and activities that promote healthy lifestyles, stress management, and positive relationships. By the end of the course, students will have a solid understanding of how to maintain their health and well-being, and be prepared to make responsible choices that enhance their quality of life.

CULINARY EXPLORATIONS

Levels available: Open

Grades 9, 10, 11, 12 • .5 credit - Semester

This course introduces students to a global culinary and cooking experience with hands-on participation. Dishes from around the world will be researched and prepared using a variety of cooking methods. Attention will be given to nutrition, dietary considerations, seasonal cooking, local sourcing, and dining etiquette. Students will learn kitchen basics including: safety, proper equipment usage, and measurement/conversions. This course is intended for both the beginner and the accomplished chef. ***This course does not fulfill the Health graduation requirement.***

MASTERING THE ART OF BAKING

Levels available: Open

Grades 9, 10, 11, 12 • .5 credit - Semester

In this class students will focus on the fundamentals of baking for sweets and for the savory. The course will cover quick breads and breads made with yeast, muffins, scones, pie crusts made from scratch and fillings, baking and decorating cakes (layered to bundt), cookies, crackers and more! Students will have the opportunity to learn how to set a formal afternoon tea service: from setting the table, to brewing the tea and baking the scones. While not a math class, attention will be given to measurements, conversions and ratios. No prior experience in the kitchen is necessary. ***This course does not fulfill the Health graduation requirement.***

SCIENCE DEPARTMENT

FORENSIC SCIENCE

Levels available: College Prep

Grades 9, 10, 11, 12 • 1 credit

Forensics is the scientific study used in crime detection. This course covers the study of the techniques and principles that forensic scientists use to solve the puzzle of crime scenes and will be illustrated with case studies and live "crime scenes" in the classroom. Units of study include a history of forensics, death investigation, bloodstain pattern analysis, firearms and tool marks, questionable documents, toxicology, and forensic analysis.

BIOLOGY

Levels available: College Prep/Honors

Grades 9, 10, 11, 12 • 1 credit

Prerequisite for Honors: A or better in 8th grade science class and teacher recommendation OR B- or better in preceding Honors courses and teacher recommendation

Biology is a life science. This laboratory course covers the study of life from its chemical basis to the structure and function of the organism. Areas of study include Scientific Method, Chemistry of Life, Ecology, Cell Structures and Functions, Photosynthesis and Cellular Respiration, Mitosis/Meiosis, DNA, Genetics, Evolution, and the Human Body Systems. This course also aims to develop in students an appreciation for the natural world and our role in its stewardship.

CHEMISTRY

Levels available: College Prep/Honors

Grades 10, 11, 12 • 1 credit

Prerequisite: Algebra 1 (with final grade of C or better) or permission from teacher

Prerequisite for Honors: Algebra I with final grade of C or better and B- or better in previous Honors courses and teacher recommendation

Chemistry is the scientific study of matter. This laboratory science course aims to develop students as practicing laboratory scientists who can ask and answer questions of their own about what the world is made of and how and why chemical reactions occur. This course also aims to develop students' conceptual and quantitative understanding of chemical principles. Units of study in this course include the nature of the atom, naming of chemicals and compounds, bonding, the periodic table, reactions and equilibrium, stoichiometry, behavior of gasses, acids, bases, and safe laboratory practices.

ANATOMY AND PHYSIOLOGY

Levels available: Honors

Grades 10, 11, 12 • 1 credit

Prerequisite: B or better in previous Honors courses and teacher recommendation

Anatomy and Physiology is the scientific study of the human body. This laboratory course covers the study of the human body at all levels and systems. Units of study in this course include support and movement systems, control and regulation systems, fluids and transport systems, energy and maintenance systems, and the reproductive system.

PHYSICS

Levels available: Honors

Grades 10, 11, 12 • 1 credit

Prerequisite: Algebra 1 with final grade of C or better

**Prerequisite for Honors: Algebra I Honors with final grade of C or better
and teacher recommendation**

Honors students may take the AP Physics I Exam

Physics is the scientific study of the most fundamental laws of nature. This laboratory science course aims to further develop students' appreciation for and competence in the scientific method. This course also aims to develop students' conceptual and quantitative understanding of physical principles. Students perform experiments to develop proficiency in laboratory technique in applying physical principles to the analysis of experimental data. Units of study in this course include motion, Newton's Laws, collisions, energy, thermodynamics, waves, sound, light, fundamental particles of nature, radioactivity, quantum mechanics, and electricity and magnetism.

SOCIAL STUDIES DEPARTMENT

WORLD HISTORY

Levels available: College Prep/Honors

Grade 10 • 1 credit

Prerequisite for Honors: teacher recommendation

This course examines human development from the dawn of civilization through the Renaissance. Students learn about the socioeconomic conditions, political institutions, and ideological attitudes that have marked various time periods throughout history and across the globe. Students will conduct inquiry-based research to examine historical events, cultural developments, and social and family structures. This course challenges students to develop critical thinking, reading and writing skills, to participate in complex historical analysis and to engage meaningfully with primary and secondary sources.

UNITED STATES HISTORY

Levels available: College Prep/Honors

Grade 11 • 1 credit

Prerequisite for Honors: B- or better in previous Honors courses and teacher recommendation

Honors students may take the AP U.S. History exam.

This is a survey course that begins with colonial developments that gave rise to the United States and proceeds through key events in American history from the 20th and 21st century. The major events studied will include Early Colonization and Native American Relationships, Revolutionary War, Civil War, Reconstruction, Industrialization, the Gilded Age, World War I, the Great Depression, World War II, the Cold War, Civil Rights, and the Global War on Terror. Students will be expected to demonstrate a thorough understanding of history through lecture, discussions, reading, writing assignments and the analysis of primary sources.

CIVICS AND ECONOMICS

Levels available: College Prep/Honors

Grade 12 • 1 credit

Prerequisite for Honors: B- or better in previous Honors courses and teacher recommendation

The first half of this course focuses on the three branches of the federal government, the U.S. Constitution, local & state laws, individual rights and responsibilities of citizens, and the government's interactions with society, the economy and the environment. Students will apply their knowledge of these structures as they relate to current events. The second half of the course will introduce students to the fundamental concepts of economics and philosophies through the study of Adam Smith, Karl Marx, John Maynard Keynes, Milton Friedman, Paul Samuelson, and Friedrich Hayek. An overview of micro and macroeconomics will develop an understanding of larger economic theory. Topics in this course will include cycles in the economy, financial institutions and the role of government, as well as international economics and trade. **Students will take the civics naturalization exam and must achieve a 70% to graduate.**

PRINCIPLES OF PHILOSOPHY

Levels available: College Prep/Honors

Grade 12 • 1 credit

This required course provides a broad introduction to the fundamental questions, methods, and concepts of philosophy. Students will explore central topics such as Epistemology, Metaphysics, Materialism, Realism, Logic, Idealism, Existentialism, and Aesthetics. Through reading classical and contemporary texts, engaging in critical discussions, and writing analytical essays, students will develop the skills to think clearly, argue effectively, and examine their own beliefs with greater depth and rigor.

CAPSTONE PROJECT

Levels available: College Prep

Grades: 12 • .5 credit - Semester

The Capstone Project is a rigorous and comprehensive course designed for seniors to demonstrate their mastery of a subject through teaching. This course emphasizes the importance of understanding material deeply enough to teach it effectively, requiring students to engage in higher-order thinking skills. Students will design and deliver a complete lesson plan, encompassing various teaching methods to address different learning styles and solve complex problems.

Throughout the course, students will develop their communication, leadership, and critical thinking skills, culminating in a robust demonstration of their academic and personal growth. Each student will be paired with an academic advisor who will provide guidance and support during the planning and execution phases of their project. By the end of the course, students will have created and delivered a lesson that showcases their expertise and ability to educate others, serving as a comprehensive assessment of their achievements throughout high school.

LOCAL HISTORY

Levels available: College Prep

Grade 10, 11, 12 • .5 credit

In this half-year course, students will explore the history of Keene and surrounding communities through research and writing. Students will choose a topic based on personal interests and local resources, while collaborating with the Historical Society of Cheshire County and visiting area museums and historic sites. The course emphasizes student-led discussions, independent research, and culminates in presentations and projects that connect local history to students' own lives and the broader Keene community.

PSYCHOLOGY

Levels available: College Prep

Grade 9, 10, 11, 12 • 1 credit

(Offered starting during the 26-27 school year)

Psychology is the scientific study of behavior and mental processes. Focused on the fundamental facts and principles of psychology, it explores the broader context of contemporary personal and social concerns, including the latest research and medical breakthroughs by neuroscientists in understanding the functions, mapping, and healing of the human brain. The topics covered will also enhance the students' awareness of personality and behavior, group dynamics, learning styles, multiple intelligences, and the impact and treatment of such disorders as depression, autism, and attention deficit hyperactivity disorder. ***This course does not fulfill a Social Studies graduation requirement.***

CONFIDENT COMMUNICATION

Levels available: College Prep

Grade 9, 10, 11 • .5 credit - Semester

This freshman course is designed to equip students with essential communication skills for academic and personal success. This course focuses on developing effective verbal and non-verbal communication techniques, active listening, public speaking, and interpersonal skills. Students will engage in various activities, including presentations, group discussions, and role-playing exercises, to build confidence and proficiency in expressing their ideas clearly and persuasively. By the end of the course, students will have a strong foundation in communication that will enhance their interactions in both school and everyday life.

LEADERSHIP DEVELOPMENT

Levels available: College Prep

Grade 10, 11 • .5 credit - Semester

This sophomore level class is a dynamic course designed for students to cultivate essential leadership skills and qualities. Through a combination of theoretical study and practical application, students will explore various leadership styles, principles, and strategies. The course emphasizes self-awareness, ethical decision-making, effective communication, team building, and conflict resolution. Students will engage in group projects and role-playing scenarios to practice and refine their leadership abilities. By the end of the course, students will be prepared to take on leadership roles within the school and their broader communities, equipped with the confidence and skills to inspire and guide others.

TECHNOLOGY DEPARTMENT

To fulfill the **Technology graduation requirement**, students must earn **0.5 credit** by successfully completing the **Computer Literacy** course.

After meeting this requirement, **any additional courses** taken within the **Technology Department** may be applied toward the **1.0 credit “Creator Series”** graduation requirement.

COMPUTER LITERACY

Levels available: College Prep

Grade 9, 10 • .5 credit - Semester

This required course is designed to give students a practical understanding of what computer science is and how it can be applied to all other subject areas and courses they subsequently take. Topics include:

- Digital citizenship
- Internet safety, use and navigation
- Word processing
- Desktop publishing
- Spreadsheets
- Presentations
- Ethical use of technology
- Social impact of technology
- Proper keyboarding techniques

INTRODUCTION TO COMPUTER PROGRAMMING

Levels available: College Prep

Grade 9, 10, 11, 12 • .5 credit - Semester

Prerequisite: Introduction to Computer Science

Students will learn the basics of computer programming using the common languages of HTML, CSS and JavaScript. They will cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like variables, functions, and control structures. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems.

INTRODUCTION TO GRAPHIC DESIGN

Levels available: College Prep

Grade 10, 11, 12 • .5 credit - Semester

Pre-requisites: Art I, Introduction to Computer Science

Students will learn the applications of digital art and marketing, and explore the commercial aspects of art. There will be a heavy focus on creativity as we learn the basics of the Adobe Suite and other industry standard programs. Design skills will be explored through typography, photo manipulation, posters, logos, packaging, and more.

YEARBOOK

Levels available: College Prep

Grade 9, 10, 11, 12 • .5 credit - Spring Semester

Students in this class bring a vast array of skills together to create the Granite Valley Preparatory yearbook that captures the community, memories and experiences of the school each year. As the chief historians for the school, students are tasked with creating a contemporary publication that will be enjoyable and relevant to our community for years to come. Topics included are: layout software and design; advertising and sales; print production; photography, photo editing, database management, copywriting, editing and more!

ADVANCED COMPUTER PROGRAMMING

Levels available: College Prep

Grade 10, 11, 12 • 1 credit

**Pre-requisites: Introduction to Computer Science,
Introduction to Computer Programming**

Students may take the AP Computer Science Exam

Advanced Computer Programming builds upon the foundations of computer programming that students learned in Introduction to Computer Programming. Topics to be covered include program design and algorithm development, code logic, code implementation and testing, documentation, and ethical computing. The course emphasizes object-oriented programming and design using the Java programming language. At the end of this course, students have the option to take the AP Computer Science A test.

WORLD LANGUAGES DEPARTMENT

**Students requesting to begin their language course of study at a higher level than French I or Spanish I will be required to take a written/verbal placement exam. Students are required to take two consecutive years of the same world language.*

FRENCH I

**Level Available: College Prep
Grades 9, 10, 11, 12 • 1 Credit**

Students will develop communication skills centered around greetings, introductions, farewells, expressions of courtesy, personal descriptions, family and friends, school life, home life, community life, leisure activities and weather. Students will learn about a variety of French-speaking countries and make cultural comparisons between their own community and the French-speaking world.

FRENCH II

**Level Available: College Prep
Grades 9, 10, 11, 12 • 1 Credit**

Prerequisite: French I and/or teacher recommendation

Students will build upon their communication skills from French I. They will learn to communicate about themselves, daily routines, leisure activities and travel, eating and shopping habits, clothing, living quarters, chores and entertainment. Students will learn about daily life in Paris, continue to learn about French-speaking countries while making comparisons between their own community and the French-speaking world.

FRENCH III

**Level Available: College Prep
Grades 10, 11, 12 • 1 Credit**

Prerequisite: French II

Students will build upon their communication skills from French II. They will communicate about the environment, nature and animals, the body and health, emotions and relationships, celebrations, food shopping and preparation, travel and leisure activities, society structures, and family. Students will learn about family structures and etiquette in the Francophone world, as well as immigration. They will learn about the regions of France, Paris monuments, making cultural comparisons between their own community and the Francophone world.

FRENCH IV

**Level Available: College Prep
Grades 11, 12 • 1 Credit**

Prerequisite: French III

Students will be expected to use French in the classroom at all times. Students will continue to develop communication skills from French III. They will learn to communicate about family, adolescence and adulthood, education, professions, science, and inventions. Students will read short stories, including “The Little Prince” and explore the history of France from prehistoric times through the Renaissance and the French Revolution. They will continue to make cultural comparisons between their own community and the French-speaking world.

FRENCH V

Level Available: Honors

Grades 11, 12 • 1 Credit

Prerequisite: French IV and/or teacher recommendation

Students will be expected to use French in the classroom at all times. Students will expand on the communication skills from French IV. They will learn to communicate about family, adolescence and adulthood, education, professions, science, and inventions. Students will read short stories and explore the history of France from prehistoric times through the Renaissance and the French Revolution. They will continue to make cultural comparisons between their own community and the French-speaking world.

SPANISH I

Levels available: College Prep

Grades 9, 10, 11, 12 • 1 credit

Level I Spanish focuses on students' communicative competence in Spanish and their understanding of the cultures of Spain and other Hispanic countries. In level I Spanish classes, students learn to communicate in real-life context about topics that are meaningful to them. Spanish I concentrates on the development of the four language skills: listening, speaking, reading, and writing. Emphasis is placed on use of Spanish in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. An important component of Spanish classes is the use of the Spanish language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom.

SPANISH II

Levels available: College Prep

Grades 9, 10, 11, 12 • 1 credit

Prerequisite: Spanish I and/or teacher recommendation

In Spanish II, students continue to develop their proficiency in the three modes of communicative competence; interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations. They are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

SPANISH III

Levels available: College Prep

Grades 10, 11, 12 • 1 Credit

Prerequisite: Spanish II

In Spanish III, students continue to develop their proficiency in the three modes of communicative competence. They communicate using more complex structures in Spanish on a variety of topics, including some of an abstract nature. They comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

SPANISH IV

Levels available: Honors

Grades 11, 12 • 1 Credit

Prerequisite: Spanish III

In Spanish IV, students continue to develop their communicative and cultural competence, understanding oral and written texts, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students compare and contrast everyday situations with those of our own culture.

SPANISH V

Levels available: Honors

Grades 11, 12 • 1 Credit

Prerequisite: Spanish IV

In Spanish V, students continue to build on their skills from Spanish IV. They develop their communicative and cultural competence, understanding oral and written texts, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics.