



New Hampshire

Department of Education

Learn Everywhere Program Initial Application

1.0 Applicant Information [Ed 1403.01(a)(2)].

Organization Name: Sylvan Learning of Portsmouth and Salem, NH

Name of Primary Contact: Eui Choi

Mailing Address: Sylvan Learning of Portsmouth
800 Islington Street, Unit 10B
Portsmouth, NH 03801

Sylvan Learning of Salem
240 North Broadway Suite E
Salem, NH 03079

Email Address: euimchoi@capstoneeducation.info

Phone Number: 502-693-6380

2.0 Purpose, mission statement, or both [Ed 1403.01(a)(1)].

Sylvan Learning is the leading provider of educational services in the nation with a proven record built over four decades of helping students in grades K-12 achieve their full potential. Sylvan specializes in providing personalized learning experiences for students of all ages that allows for success in and beyond the school day. Our programs are infused with an unparalleled level of service and support, ensuring a successful program from initial program consultation, enrollment, and completion.

Sylvan Learning of Portsmouth and Salem have supported the academic success of students across the Seacoast and Southern New Hampshire for over 20 years. Both are owned and operated by Capstone Education Inc. and employ local educators from across the regions.

3.0 A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].

To maintain the high quality associated with Sylvan Learning programs, each instructor must possess a Bachelor's degree and documented teaching experience. Many of our Sylvan for Credit instructors also have Master's level degrees, specialized educational certifications and membership in professional educational organizations. To ensure successful implementation of the Sylvan for Credit program, our highly qualified instructors undergo a comprehensive initial

training, as well as ongoing training to develop strategies and techniques to enhance student learning. Sylvan Learning will assure that all instructors satisfy the above qualifications.

- 4.0 A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)].**

The Sylvan instructor employment offer is contingent on a successful background check, and candidates complete a background check authorization form. The background check involves: a criminal felony and misdemeanor search for each county revealed by the social security number (SSN) trace, a federal criminal national search, and a national sex offender search. Both the candidate and the employer receive a copy of the completed background check report. Upon acceptance of an employment offer and the successful background check, new instructors sign a Code of Conduct that details behavioral standards and expectations. Sylvan Learning's background check policy will be disclosed to parents upon enrollment.

Sylvan Learning affirms that it shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11.

- 5.0 For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].**

See the attached Table A.

- 6.0 An outline of each program for which approval is sought, which includes a detailed description of the course of instruction, goals, competencies, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].**

See the attached Table B.

- 7.0 A plan for recording student progress in meeting expected student outcomes for each course of instruction [Ed 1403.01(b)(1)(c)].**

Sylvan for Credit utilizes a combination of timely outreach, monthly conferences, and automated tools within the My Virtual School environment, to keep students and their family members informed of the student's progress toward completing their course(s).

First, each Sylvan for Credit student is assigned a Student Success Coach. The Student Success Coach monitors the student's pacing and performance in the course and notifies the Sylvan management and instructional team of issues that could impact the student's understanding and achievement in the course. Each Sylvan for Credit student also works with a Sylvan Academic Coach. The Sylvan Academic Coach interfaces with the Student Success Coach, work

with the student to set goals for each Academic Coaching session, support the student in the development of skills for note-taking, test preparation, time management, and executive functioning; and escalate concerns to the Sylvan Director.

Secondly, the Sylvan Director meets with each student and their family member(s) on a monthly basis to review progress, share feedback from the coaches, and reconfirm the schedule and program details.

Lastly, My Virtual School offers students valuable tools for managing their course workload and ensuring that they are on track to complete the course within the 18- or 36-week timeline. The To-Do List and Calendar features surface and display the activities the student must complete in the course. As the student completes activities, items drop off of the To-Do List. Within My Virtual School, the student's dashboard displays a pacing bar for each course. The pacing bar provides a visual indicator of the student's progress within the course based on the percent complete. The pacing bar also displays the number of activities the student has completed versus the number of activities in the course. The student's coaches also generate and review on at least a weekly basis course reports of the student's course attendance, time spent in the course, and other predictors of success within the course.

8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].

Formative assessments involve collecting work samples and performance data that show how a student is progressing throughout the course. Formative assessments include checks for understanding, classroom exit tickets, journal entries, discussion posts and replies, and active participation in classroom activities. Students may attempt the formative assessments multiple times and must retake the formative if they score below 70%.

Summative assessments provide student and teacher with overall performance data at the end of a specified period of time. Summative assessments are included at the end of each unit of study and at the end of each course. Summative assessments can take the form of unit tests or projects, midterms or finals, or essays.

At the end of the course, students receive a final A-F letter grade, and Sylvan may issue report cards and transcripts for courses completed through Sylvan for Credit. Credit certificates are awarded for final letter grades of A-C.

9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].

See the attached Table A.

10.0 A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].

Assessment plays a strong role in curriculum since demonstration of competence of skills and concepts allows students to progress in their learning and to more challenging coursework. Sylvan for Credit integrates a variety of assessment types to ensure students have multiple ways to demonstrate competence and understanding. Formative and summative assessments each

provide data for the teacher in planning daily lessons and instructional support. Student grades come from a combination of different forms of assessment informed by course expectations and content standards. Assessments include a combination of the following: assignments, discussions, presentations, labs, quizzes, essays, artwork, unit tests, and course finals. As teachers evaluate student performance, they reflect upon the clarity of learning targets, effectiveness of instruction, extent of participation, feedback that moved students forward, and validity of grades earned.

Formative assessments involve collecting work samples and performance data that show how a student is progressing throughout the school year. Formative assessments include checks for understanding, classroom exit tickets, journal entries, discussion posts and replies, and active participation in classroom activities. Based on formative assessment data, teachers may identify small groups for targeted instruction, remediation, enrichment, scaffolded activities, and differentiation of course content, process, or learning outcomes.

Summative assessments provide student and teacher with overall performance data at the end of a specified period. Summative assessments are included at the end of each unit of study and at the end of each course. Summative assessments can take the form of unit tests or projects, midterms or finals, speeches, or essays.

The final grade for each semester is based on various methods of assessment. Regular attendance and staying on pace with assignments is also a requirement and counted as part of the final course grade.

<u>Grading Category</u>	<u>Weight</u>
Quizzes and tests	25%
Discussions and participation	20%
Assignments, presentations, labs, and/or essays	35%
Course final	20%

The final grade for the course is based on the percentage of total points earned.

<u>Letter Grade</u>	<u>Points/Percentage</u>	<u>Competency Rating</u>
A	89.50-100	Outstanding
B	79.50-89.49	Above average
C	69.50-79.49	Average
D	59.50-69.49	Below average
F	Below 59.49 (no credit earned)	Failing

A student must achieve a competency rating above “failing” to receive credit for the course.

11.0 A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law [Ed 1403.01(b)(2)(a)].

Interested students and/or family members may contact their local Sylvan Learning of Portsmouth or Sylvan Learning of Salem location via email, phone call, or text, or they may

complete a short form on the center's website. Each center's contact information is listed below:

Sylvan Learning of Portsmouth

Email: sylvan.learning@capstoneeducation.info

Phone Call or Text: 603-433-5898

Webform: <https://locations.sylvanlearning.com/us/portsmouth-nh/promotions/sylvan-for-credit>

Sylvan Learning of Salem

Email: sylvan.learning@capstoneeducation.info

Phone Call or Text: 603-952-4014

Webform: <https://locations.sylvanlearning.com/us/salem-nh/promotions/sylvan-for-credit>

Within 24 hours, a Sylvan Director schedules a call with the student or family member to review the available courses, program expectations, scheduling options, and cost and financial options. The Sylvan Director then schedules a follow-up call to confirm the enrollment details and sends an email to the student and/or family member with the information and documents reviewed. Upon enrollment, the student and/or family member completes a registration form, submits payment, confirms the schedule, and reviews and signs the Sylvan Service Pledge and Policies, which includes the indemnification statement provided by the New Hampshire Department of Education.

Within 72 hours after enrollment, the student receives their course log-in credentials for the My Virtual School portal and learning management system (LMS). 24 hours later, the student receives a welcome letter from their Sylvan for Credit instructor(s). In addition, the student attends the virtual new student orientation on the next Thursday at 6:30 PM ET following enrollment. Sylvan Learning's admission process has not been designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law.

12.0 A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 403.01(b)(2)(b)].

Sylvan Learning is committed to making every reasonable attempt to implement any accommodations based on the individual student 504. Sylvan Directors work directly with the LEA to ensure that all reasonable accommodations are made and to report any issues with implementation immediately.

When enrolling a student with special needs, the following actions are taken:

1. Meet with LEA personnel to determine the specifics of the 504 and determine the specific needs for implementation within the program.
2. Meet with the student's parent or guardian to ensure there is agreement on the modifications that will be made and how this will be accomplished.
3. If Sylvan Learning determines it is unable to provide the required accommodations and/or modifications for a student, the parents will be informed before committing to enrolling their child in a Sylvan Learning program.

LEAs for both Sylvan Learning of Portsmouth and Sylvan Learning of Salem work with the Sylvan Director of Operations and Director of Student Advancement.

13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].

Sylvan Learning is committed to making every reasonable attempt to implement any accommodations based on the individual student IEP. Sylvan Directors work directly with the LEA to ensure that all reasonable accommodations are made and to report any issues with implementation immediately.

When enrolling a student with special needs, the following actions are taken:

1. Meet with LEA personnel to determine the specifics of the IEP and determine the specific needs for implementation within the program.
2. Meet with the student's parent or guardian to ensure there is agreement on the modifications that will be made and how this will be accomplished.
3. If Sylvan Learning determines it is unable to provide the required accommodations and/or modifications for a student, the parents will be informed before committing to enrolling their child in a Sylvan Learning program.

LEAs for both Sylvan Learning of Portsmouth and Sylvan Learning of Salem work with the Sylvan Director of Operations and Director of Student Advancement.

14.0 A statement that the applicant understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].

Sylvan Learning understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations.

15.0 A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].

Sylvan for Credit programs are completed through a combination of asynchronous online and live in-person or online modalities. Both Sylvan Learning of Portsmouth and Sylvan Learning of Salem operate educational facilities in retail plazas. During the 2021-2022 academic year, the facilities are open on Tuesdays and Thursdays from 3:30-7:30 and Wednesdays from 2:30-7:30, and the locations will expand their in-center hours based on demand.

Sylvan for Credit students may use the facilities to complete their asynchronous coursework and/or to meet with their Sylvan instructors for academic coaching sessions each week. Both

centers have open-concept instructional space for students to meet with their Sylvan instructors as well as workstations with Chromebooks that students may use to access their courses for private study time.

Sylvan Learning of Portsmouth is located at 800 Islington Street, in the Hannaford Plaza, in the growing West End of Portsmouth. The facility is a ~1800 square foot single-level unit with a free parking lot immediately in front of the center. The facility is also conveniently located within walking distance of downtown Portsmouth and within one mile of the Portsmouth Traffic Circle for students coming from Rochester, Dover, Hampton, Exeter, and other areas of the Seacoast.

Sylvan Learning of Salem is located at 240 North Broadway, in the plaza with McKinnon's Market. The facility is a ~1400 square foot single-level unit with free parking lots in the front and back of the building. The facility is 2.5 miles from Salem High School, 6 miles from Windham High School, and 8.5 miles from both Pelham High School and Pinkerton Academy.

16.0 A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].

Sylvan Learning affirms that the facilities comply with all applicable federal and state health and safety laws, rules, and regulations, including, but not limited to the following:

1. Fire safety; and
2. Barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008.

17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].

Capstone Education Inc. maintains commercial property and liability coverage through Philadelphia Insurance Companies. The policy is brokered by Intermarket Insurance Agency, Inc., a Sylvan Learning preferred vendor based in Huntington, NY.

Sylvan Learning will disclose to Learn Everywhere participant any insurance coverage applicable to those participants.

Additional Information

Program Description

Sylvan Learning in Portsmouth and Salem, NH ("Sylvan Learning") is submitting their Sylvan for Credit program for the New Hampshire Learn Everywhere program to allow New Hampshire high school students to receive credit for courses completed outside of the public school. Sylvan for Credit is powered by Hudson Global Scholars' Columbia School and includes a diverse catalog of half-credit, one-credit, and Advanced Placement (AP) courses, designed to meet the minimum standards for graduation credit. Sylvan for Credit courses are accredited by Cognia and require mandatory credit reciprocity in most states, excluding New England states. New Hampshire schools may accept course credit on a per case basis or through an agreement such as the New Hampshire Learn Everywhere program. Schools in New Hampshire are required to accept Learn Everywhere credits.

Each Sylvan for Credit student is assigned a course teacher to grade items, track progress, and respond to student questions, a Student Success Coach to monitor the student's progress and notify the Sylvan management and instructional team of issues, and a Sylvan Academic Coach to provide course content support as appropriate and explicit instruction in study skills such as time management, goal-setting, note-taking, and test preparation. The Sylvan Academic Coach is certified in the Sylvan Advanced Study Skills curriculum and has access to all of the student's course resources to provide an integrated experience for students moving between their online course and live coaching time.

Course Format

Sylvan for Credit courses are deployed asynchronously through the learning management system (LMS) within the My Virtual School portal. Each half (0.5) credit course is designed to last 18 weeks or one semester. Each one (1) credit course is designed to last 36 weeks or two semesters. Students are expected to complete one topic each week. Each topic contains approximately four one-hour lessons and an assessment.

The Sylvan for Credit online course environment is thoughtfully designed to support student understanding and achievement. Each topic begins with an introduction, which outlines the topic objectives. The student also has access to a topic study guide and, when applicable, a vocabulary chart. Both resources function as graphic organizers and are intended for the student to fill out as they complete the lessons within the topic to aid in preparing for the topic assessment and the cumulative final exam. Throughout each lesson, the student completes knowledge check questions to self-assess their level of understanding. Each course also offers the student a searchable glossary of terms and, when applicable, a formula sheet. Lastly, activating metacognition is a core component of the Sylvan approach, and, at the end of the session, each Sylvan student writes a learning log response to reflect on their instructional time. High school level learning log prompts include: "How can you use a skill you learned in your session today in another content area, such as math, English, social studies, or science?" "What suggestions would you give to other students working on the concepts you learned today and why?" Within the Sylvan for Credit online course environment, the student uses the built-in journal tool to reflect on what they learned from each lesson.

In addition to the 4-5 hours per week of course content, students receive weekly live academic coaching through Sylvan of Portsmouth or Sylvan of Salem. The Sylvan approach to academic coaching draws upon the findings of a broad range of research, including the Partnership for 21st Century Skills, and operates under the philosophy that a student's academic success in the program and in life is directly related to the student's mindset and to real-world and consistent application of study skills.¹ Academic coaching meets the needs of students who may struggle with time management, organization, active reading, note-taking, test preparation, writing and research strategies, and other essential study skills. Researchers have demonstrated that these skills fall under four major clusters of study skills: repetition-based skills, procedural study skills, cognitive-based study skills, and metacognitive skills.² These skills, when used in combination with one another, are the key elements in developing efficiency and confidence as a student and becoming a fully empowered learner: one who is able to gain, manage,

¹ Partnership for 21st Century Skills, 2006.

² Gettinger, M., & Seibert, J. K. (2002). Contributions of study skills to academic competence. *School Psychology Review*, 31(3), 350–365.

understand, and reinforce learning and information. The academic coaching component of the Sylvan for Credit program incorporates all of these components into the program instruction.

Sylvan for Credit students may choose between Sylvan Online Study Hall or Sylvan Personalized Academic Coaching.

Sylvan Online Study Hall is taught in a student-teacher ratio of 6:1 every Monday-Thursday from 4:30-6:30. Although Sylvan Online Study Hall is facilitated virtually within the Kaltura Virtual Classroom environment, students may join from the Sylvan center if they prefer. The Sylvan Academic Coaches in Online Study Hall support students in creating and fulfilling a daily action list for their courses, help with coursework as appropriate, and motivate students to stay on track with independent work too. At the beginning of each day's sessions, the students meet with the Academic Coaches to fill out a check-in sheet. Then, each student is assigned to a dedicated breakout room for quiet study and 1:1 collaboration with the Academic Coaches that join the room. The breakout rooms are equipped with screensharing and filesharing capabilities, an interactive and persistent whiteboard, and a chat feature. Sylvan for Credit students may attend 12 weeks of Online Study Hall throughout the duration of the course for up to 96 hours of Academic Coaching.

Sylvan Personalized Academic Coaching is designed for students who need intensive guided practice or help with course workloads. The Sylvan Academic Coach supports the student in setting and working toward goals, reviewing skills relevant to current course assignments, and establishing a study schedule. Sylvan Personalized Academic Coaching is taught in a student-teacher ratio of 2:1 or 3:1 and offers flexible scheduling during Sylvan's instructional times and based on teacher availability. Sylvan for Credit students receive 24 sessions to schedule throughout the duration of the course. Sessions may be live in-center or virtual via Zoom or a combination of the two.

Tuition Scholarship Program

Sylvan offers tuition scholarship awards based on the financial needs of each family without regard to race, ethnicity, religious affiliation, or sexual orientation. Tuition scholarships are awarded on a first-come, first-served basis, and Sylvan Directors provide a copy of the scholarship application to all families in their welcome packet. To be considered, the family must complete a one-page application and securely provide a copy of the previous year's tax returns that show the student as a dependent and a recent paystub to verify current wages. The family received an award or declination letter within 48 hours of submitting the application materials. Awarded scholarships range from 10-50% off the course package. Sylvan Learning of Portsmouth and Sylvan Learning of Salem each have a finite number of scholarships available at each percent off tier. When a scholarship recipient disenrolls from the program, the award slot reopens immediately.

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Table A: Courses Offered

Standard	Course	Description	Credits
N.H. Code Admin. R. Ed 306.27(v) English	English I: Survey of Literature	This course is designed to integrate all aspects of Language Arts standards into engaging and interactive units organized around reading, writing and comprehension skills. Students will analyze the basic elements of plot, setting, mood, character development, and more in a variety of literary genres.	1
	English II: World Literature	This course expands on skills gained in English I. Students will critique arguments, establish patterns of persuasion, and delve into the language of poetry, history and culture by way of Greek tragedy and Medieval romance.	1
	English III: American Literature	In this course, students explore American passages from its beginnings (1600-1800) up to the present day. The course examines the process of writing, vocabulary development, and research in English through interactive and traditional learning exercises.	1
	English IV: British Literature	Students enrolled in this course will explore passages from the Anglo Saxon and Medieval periods (449-1485) up to the Victorian Age (1832-1901). The course examines writing, research, world languages and more through interactive and traditional learning experiences.	1
	AP® English Language and Composition	This course provides high school students with college-level instruction in analyzing and writing various texts. Students learn about the elements of argument and composition as they develop their critical reading and writing skills. Students read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade the reader of something. This course will effectively prepare students for the AP English exam.	1
	AP® English Literature and Composition	The AP® English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures through the reading of literary works and writing of essays to explain and support their analysis of passages they've read. This course prepares students for the AP English Literature and Composition exam.	1
N.H. Code Admin. R. Ed 306.27(v) Mathematics	Algebra I	This course is the foundation for high school mathematics. Students will develop fluency in working with linear equations, tables, graphs, inequalities and more.	1

Table A: Courses Offered

	Algebra II	In this course, the basic concepts from Algebra I are enriched. Topics include equations and inequalities; linear equations; linear systems and matrices; quadratic functions and factoring; polynomials and more.	1
	Geometry	Geometry introduces the study of points, segments, triangles, polygons, circles, solid figures and their associated relationships as a mathematical system. Students will extend their pre-existing experiences with algebra and geometry to trigonometry, coordinate geometry, and probability.	1
	Precalculus	This course prepares students for topics covered in an elementary Calculus course at the college level. Facility with these topics is especially important for students to study calculus, physics or other sciences, and/or engineering in college.	1
	Statistics	This course is a practical hands-on approach to the study of statistics and probability. Topics include the use of graphs such as histograms, stem plots, time plots, and scatter plots to display data; using numbers such as median, mean, and standard deviation to describe data; and evaluating data distribution. Students examine relationships using correlations and least square regressions. They calculate the probability of simple and compound events. They learn to estimate with confidence, explore tests of significance, and evaluate the validity of statistics contained within published reports.	1
	AP® Statistics	AP® Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. Students explore statistics through discussion and activities, and design surveys and experiments. This course prepares students for the AP Statistics exam.	1

Table B: Course Objectives and Competencies

Course	Description	Competencies	Outcomes
N.H. Code Admin. R. Ed 306.27(v) English			
English I: Survey of Literature	This course is designed to integrate all aspects of Language Arts standards into engaging and interactive units organized around reading, writing and comprehension skills. Students will analyze the basic elements of plot, setting, mood, character development, and more in a variety of literary genres.	<ul style="list-style-type: none"> • Writing Arguments • Reading Informational Sources • Research Using Technology • Central Ideas of a Text • Key Ideas of Mythology and Folklore 	<p><u>Writing Arguments</u> The student differentiates between a persuasive speech and an argument, identifies the elements of an argument, identifies logical fallacies, narrows down a topic and constructs a claim, writes an argumentative thesis statement, analyzes the audience, identifies steps in the writing process, identifies credible and relevant sources of information, uses the internet to find credible and relevant information, takes notes to use in an argument, organizes an argument, writes a first draft of an argument, integrates in-text citations, creates a works cited page, analyzes effective revising and editing techniques, reflects on changes needed in the writing, and creates a revised essay draft.</p> <p><u>Reading Informational Sources</u> The student identifies purposes for reading, differentiates between active and passage reading, identifies strategies for reading for information, summarizes a text, differentiates between different kinds of newspaper articles and stories, identifies types of mass media, identifies the important information in a news story, identifies the purpose of an interview, identifies the important information in an interview, applies reading for information strategies, and evaluates information for validity and credibility.</p> <p><u>Research Using Technology</u> The uses the internet to find credible and relevant information evaluates information for validity and credibility, integrates sources of information into a draft, and avoids plagiarism.</p> <p><u>Central Ideas of a Text</u> The student examines themes from <i>Romeo and Juliet</i>, analyzes how two genres address a similar theme such as tragic lovers, determines the theme of <i>The Call of the Wild</i>, <i>The Red Badge of Courage</i>; and recalls details in a story that support a theme.</p> <p><u>Key Ideas of Mythology and Folklore</u> The student identifies the importance of myths, identifies the purpose of different myths, identifies gods and goddesses, determines the main lesson in a myth, identifies the theme of a myth, compare two myths, recalls details from creation stories from different cultures, compare and contrast creation stories, identify and sequence the parts of a hero's journey, identifies qualities of an epic hero and applies them to Odysseus, defines and analyzes epic simile, and understands the impact of mythology in identifying human truth and experiences.</p>

Table B: Course Objectives and Competencies

<p>English II: World Literature</p>	<p>This course expands on skills gained in English I. Students will critique arguments, establish patterns of persuasion, and delve into the language of poetry, history and culture by way of Greek tragedy and Medieval romance.</p>	<ul style="list-style-type: none"> • Writing Arguments • Reading Informational Sources • Research Using Technology • Gothic Genre • Influence of Victorian Culture • Understanding Language and Symbolism • Analyzing Multiple Interpretations • Central Ideas of a Text • Author’s Intent • Characterization 	<p><u>Writing Arguments</u> The student differentiates between a persuasive speech and an argument, identifies the elements of an argument, identifies logical fallacies, narrows down a topic and constructs a claim, writes an argumentative thesis statement, analyzes the audience, identifies steps in the writing process, identifies credible and relevant sources of information, uses the internet to find credible and relevant information, takes notes to use in an argument, organizes an argument, writes a first draft of an argument, integrates in-text citations, creates a works cited page, analyzes effective revising and editing techniques, reflects on changes needed in the writing, and creates a revised essay draft.</p> <p><u>Reading Informational Sources</u> The student identifies purposes for reading, differentiates between active and passage reading, identifies strategies for reading for information, summarizes a text, differentiates between different kinds of newspaper articles and stories, identifies types of mass media, identifies the important information in a news story, identifies the purpose of an interview, identifies the important information in an interview, applies reading for information strategies, and evaluates information for validity and credibility.</p> <p><u>Research Using Technology</u> The student uses the internet to find credible and relevant information, evaluates information for validity and credibility, integrates sources of information into a draft, and avoids plagiarism.</p> <p><u>Gothic Genre</u> The student identifies the influence of Romanticism and the Gothic on the work of Mary Shelley and identifies and analyzes themes in Mary Shelley’s <i>Frankenstein</i>.</p> <p><u>Influence of Victorian Culture</u> The student predicts impacts on literature based on historical events, identifies the characteristics of Realism, identifies the characteristics of Naturalism, identifies social criticism in literature, and identifies Utilitarianism. The student analyzes literature such as Charlotte Brontë’s <i>Jane Eyre</i> and Charles Dickens’ <i>Hard Times</i>.</p> <p><u>Understanding Language and Symbolism</u> The student identifies imagery, determines what senses are being activated in the text, analyzes imagery and sensory language in the text, identifies and defines figures of speech, recognizes figures of speech in the text, analyzes the meaning of figurative language, identifies symbolic connotations of words, identifies emotional connotations of words, and determines how connotative and denotative meanings enhance writing skills.</p>
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Table B: Course Objectives and Competencies

			<p><u>Analyzing Multiple Interpretations</u> The student identifies different interpretations of <i>The Metamorphosis</i> and compares different interpretations of themes such as manifest destiny from authors.</p> <p><u>Central Ideas of a Text</u> The student identifies and analyzes themes and epic conventions in Homer’s <i>The Odyssey</i> and <i>The Nicomachean Ethics</i>, identifies the theme and its impact in poetry, and identifies themes of the Enlightenment and Victorian literature within the reading.</p> <p><u>Author’s Intent</u> The student identifies the author’s purpose through questions and other reading strategies and identifies the purpose of poems, narrative essays, and expository essays.</p> <p><u>Characterization</u> The student identifies different types of characterization, analyzes the use of characterization, interprets a character’s motivations and actions, analyze lines of dialogue including colloquial dialogue that include characterization, analyzes the development of characters over the course of the text in works such as <i>Metamorphoses: “The Transformation of Arachne Into a Spider,”</i> identifies and analyzes how characters use themes such as power and privilege in the text, analyzes how Huckleberry Finn develops morally and emotionally into adulthood (e.g., English III), compares and contrasts characters in the text.</p>
English III: American Literature	In this course, students explore American passages from its beginnings (1600-1800) up to the present day. The course examines the process of writing, vocabulary development, and research in English through interactive and traditional learning exercises.	<ul style="list-style-type: none"> • Narrative Writing • Writing Arguments • Explanatory Writing • Reading Informational Sources • Research Using Technology • Gothic Genre • Influence of Victorian Culture • Gothic Short Stories • Understanding Language and Symbolism • Analyzing Multiple Interpretations • Central Ideas of a Text • Author’s Intent 	<p><u>Narrative Writing</u> The student engages reader interest through use of descriptive language, incorporates dialogue into narrative writing, and transitions from one idea to the next within a narrative. The student also reviews a classmate’s narrative writing for descriptive language, effective and correct dialogue, and transitions and revises narrative writing based on peer feedback.</p> <p><u>Writing Arguments</u> The student differentiates between a persuasive speech and an argument, identifies the elements of an argument, identifies logical fallacies, narrows down a topic and constructs a claim, writes an argumentative thesis statement, analyzes the audience, identifies steps in the writing process, identifies credible and relevant sources of information, uses the internet to find credible and relevant information, takes notes to use in an argument, organizes an argument, writes a first draft of an argument, integrates in-text citations, creates a works cited page,</p>

Table B: Course Objectives and Competencies

		<ul style="list-style-type: none"> • Characterization 	<p>analyzes effective revising and editing techniques, reflects on changes needed in the writing, and creates a revised essay draft.</p> <p><u>Explanatory Writing</u> The student analyzes and examines the parts of a prompt, uses a prewrite to generate ideas, creates a working thesis statement, writes topic sentences that are connected to the thesis statement, uses transitions that link paragraphs in the essay, draft body paragraphs with effective structures, draft an attention-grabbing introduction that alerts the reader to the central issue, drafts a conclusion that points out the importance of the topic, writes an explanatory essay that conveys complex ideas, revises an essay for effectiveness, and edits an essay for accuracy.</p> <p><u>Reading Informational Sources</u> The student identifies purposes for reading, differentiates between active and passage reading, identifies strategies for reading for information, summarizes a text, differentiates between different kinds of newspaper articles and stories, identifies types of mass media, identifies the important information in a news story, identifies the purpose of an interview, identifies the important information in an interview, applies reading for information strategies, and evaluates information for validity and credibility.</p> <p><u>Research Using Technology</u> The uses the internet to find credible and relevant information evaluates information for validity and credibility, integrates sources of information into a draft, and avoids plagiarism.</p> <p><u>Gothic Genre</u> The student defines American Romanticism and Gothic literature and analyzes how they are embodied within Washington Irving’s “The Devil and Tom Walker.”</p> <p><u>Influence of Victorian Culture</u> The student predicts impacts on literature based on historical events, identifies the characteristics of Realism, identifies the characteristics of Naturalism, identifies social criticism in literature, and identifies Utilitarianism. The student analyzes literature such as Charlotte Brontë’s <i>Jane Eyre</i> and Charles Dickens’ <i>Hard Times</i>.</p> <p><u>Gothic Short Stories</u> The student recalls biographical facts about the author, analyzes how American Romanticism and gothic literature are embodied within the text, analyzes the characteristics such as mood of Gothic literature, and infers theme.</p> <p><u>Understanding Language and Symbolism</u></p>
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Table B: Course Objectives and Competencies

			<p>The student identifies imagery, determines what senses are being activated in the text, analyzes imagery and sensory language in the text, identifies and defines figures of speech, recognizes figures of speech in the text, analyze the meaning of figurative language, identifies symbolic connotations of words, identifies emotional connotations of words, and determines how connotative and denotative meanings enhance writing skills.</p> <p><u>Analyzing Multiple Interpretations</u> The student identifies different interpretations of <i>The Metamorphosis</i> and compares different interpretations of themes such as manifest destiny from authors.</p> <p><u>Central Ideas of a Text</u> The student identifies the themes of early American literature, Romanticism, modernism, Southern Renaissance literature, Harlem Renaissance, and postmodernism within the text, identifies common American Romantic themes in the writing of the period, identify Dark Romantic and Gothic themes expressed in “The Fall of the House of Usher,” recognize themes and controversy within <i>Adventures of Huckleberry Finn</i>, and identify and analyze themes such as power and privilege and friendship and betrayal within the text.</p> <p><u>Author’s Intent</u> The student identifies the author’s purpose through questions and other reading strategies and identifies the purpose of poems, narrative essays, and expository essays.</p> <p><u>Characterization</u> The student identifies different types of characterization, analyzes the use of characterization, interprets a character’s motivations and actions, analyze lines of dialogue including colloquial dialogue that include characterization, analyzes the development of characters over the course of the text in works such as <i>Metamorphoses</i>: “The Transformation of Arachne Into a Spider,” identifies and analyzes how characters use themes such as power and privilege in the text, analyzes how <i>Huckleberry Finn</i> develops morally and emotionally into adulthood, and compares and contrasts characters in the text.</p>
English IV: British Literature	Students enrolled in this course will explore passages from the Anglo Saxon and Medieval periods (449-1485) up to the Victorian Age (1832-1901). The course	<ul style="list-style-type: none"> • Writing Arguments • Explanatory Writing • Reading Informational Sources • Research Using Technology • Gothic Genre • Influence of Victorian Culture 	<p><u>Writing Arguments</u> The student differentiates between a persuasive speech and an argument, identifies the elements of an argument, identifies logical fallacies, narrows down a topic and constructs a claim, writes an argumentative thesis statement, analyzes the audience, identifies steps in the writing process, identifies credible and relevant sources of information, uses the internet to find credible and relevant information, takes notes to use in an argument, organizes an argument, writes a</p>

Table B: Course Objectives and Competencies

	<p>examines writing, research, world languages and more through interactive and traditional learning experiences.</p>	<ul style="list-style-type: none"> • Gothic Short Stories • Understanding Language and Symbolism • Central Ideas of a Text • Author’s Intent • Characterization 	<p>first draft of an argument, integrates in-text citations, creates a works cited page, analyzes effective revising and editing techniques, reflects on changes needed in the writing, and creates a revised essay draft.</p> <p><u>Explanatory Writing</u> The student analyzes and examines the parts of a prompt, uses a prewrite to generate ideas, creates a working thesis statement, writes topic sentences that are connected to the thesis statement, uses transitions that link paragraphs in the essay, draft body paragraphs with effective structures, draft an attention-grabbing introduction that alerts the reader to the central issue, drafts a conclusion that points out the importance of the topic, writes an explanatory essay that conveys complex ideas, revises an essay for effectiveness, and edits an essay for accuracy.</p> <p><u>Reading Informational Sources</u> The student identifies purposes for reading, differentiates between active and passage reading, identifies strategies for reading for information, summarizes a text, differentiates between different kinds of newspaper articles and stories, identifies types of mass media, identifies the important information in a news story, identifies the purpose of an interview, identifies the important information in an interview, applies reading for information strategies, and evaluates information for validity and credibility.</p> <p><u>Research Using Technology</u> The uses the internet to find credible and relevant information evaluates information for validity and credibility, integrates sources of information into a draft, and avoids plagiarism.</p> <p><u>Gothic Genre</u> The student identifies characteristics of Gothic novels and analyzes the characteristics within <i>The Strange Case of Dr. Jekyll an Mr. Hyde</i>. Analyze how themes within the novel connect to Gothic and Romantic literature.</p> <p><u>Influence of Victorian Culture</u> The student predicts impacts on literature based on historical events, identifies the characteristics of Realism, identifies the characteristics of Naturalism, identifies social criticism in literature, and identifies Utilitarianism. In the context of <i>The Importance of Being Earnest</i>, the student analyzes Victoria elements in a play, identifies epigrams, analyzes satire, identifies traditional gender roles in the Victoria era, analyzes how women subvert gender roles in Victorian literature, identifies characteristics of a New Woman, analyzes how the New Woman is portrayed in Victoria literature.</p>
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Table B: Course Objectives and Competencies

			<p><u><i>Gothic Short Stories</i></u> The student recalls biographical facts about the author, analyzes how American Romanticism and gothic literature are embodied within the text, analyzes the characteristics such as mood of Gothic literature, and infers theme.</p> <p><u><i>Understanding Language and Symbolism</i></u> The student identifies imagery, determines what senses are being activated in the text, analyzes imagery and sensory language in the text, identifies and defines figures of speech, recognizes figures of speech in the text, analyze the meaning of figurative language, identifies symbolic connotations of words, identifies emotional connotations of words, and determines how connotative and denotative meanings enhance writing skills.</p> <p><u><i>Central Ideas of a Text</i></u> The student compares and contrasts central themes within The Canterbury Tales, identifies the themes within a text, and analyzes how themes within the text connect to Gothic and Romantic literature, Modernist literature, and contemporary literature.</p> <p><u><i>Author’s Intent</i></u> The student identifies the author’s purpose through questions and other reading strategies and identifies the purpose of poems, narrative essays, and expository essays.</p> <p><u><i>Characterization</i></u> The student identifies different types of characterization, analyzes the use of characterization, interprets a character’s motivations and actions, analyze lines of dialogue including colloquial dialogue that include characterization, analyzes the development of characters over the course of the text in works such as Metamorphoses: “The Transformation of Arachne Into a Spider,” identifies and analyzes how characters use themes such as power and privilege in the text, and compares and contrasts characters in the text.</p>
<p>AP® English Language and Composition</p>	<p>This course provides high school students with college-level instruction in analyzing and writing various texts. Students learn about the elements of argument and composition as they develop their critical reading and writing skills.</p>	<ul style="list-style-type: none"> • Explanatory Writing • Gothic Short Stories • Understanding Language and Symbolism • Central Ideas of a Text • Author’s Intent • Characterization 	<p><u><i>Explanatory Writing</i></u> The student analyzes and examines the parts of a prompt, uses a prewrite to generate ideas, creates a working thesis statement, writes topic sentences that are connected to the thesis statement, uses transitions that link paragraphs in the essay, draft body paragraphs with effective structures, draft an attention-grabbing introduction that alerts the reader to the central issue, drafts a conclusion that points out the importance of the topic, writes an explanatory essay that conveys complex ideas, revises an essay for effectiveness, and edits an essay for accuracy.</p> <p><u><i>Gothic Short Stories</i></u></p>

Table B: Course Objectives and Competencies

	<p>Students read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade the reader of something. This course will effectively prepare students for the AP English exam.</p>		<p>The student recalls biographical facts about the author, analyzes how American Romanticism and gothic literature are embodied within the text, analyzes the characteristics such as mood of Gothic literature, and infers theme.</p> <p><u>Understanding Language and Symbolism</u> The student identifies imagery, determines what senses are being activated in the text, analyzes imagery and sensory language in the text, identifies and defines figures of speech, recognizes figures of speech in the text, analyze the meaning of figurative language, identifies symbolic connotations of words, identifies emotional connotations of words, and determines how connotative and denotative meanings enhance writing skills.</p> <p><u>Central Ideas of a Text</u> The student compares and contrasts central themes within a text, identifies the themes within a text, and analyzes how themes within the text connect to Gothic and Romantic literature, Modernist literature, and contemporary literature.</p> <p><u>Author’s Intent</u> The student identifies the author’s purpose through questions and other reading strategies and identifies the purpose of poems, narrative essays, and expository essays.</p> <p><u>Characterization</u> The student identifies different types of characterization, analyzes the use of characterization, interprets a character’s motivations and actions, analyze lines of dialogue including colloquial dialogue that include characterization, analyzes the development of characters over the course of the text in works.</p>
<p>AP® English Literature and Composition</p>	<p>The AP® English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures through the reading of literary works and writing of essays to</p>	<ul style="list-style-type: none"> • Explanatory Writing • Gothic Short Stories • Understanding Language and Symbolism • Central Ideas of a Text • Author’s Intent <p>Characterization</p>	<p><u>Explanatory Writing</u> The student analyzes and examines the parts of a prompt, uses a prewrite to generate ideas, creates a working thesis statement, writes topic sentences that are connected to the thesis statement, uses transitions that link paragraphs in the essay, draft body paragraphs with effective structures, draft an attention-grabbing introduction that alerts the reader to the central issue, drafts a conclusion that points out the importance of the topic, writes an explanatory essay that conveys complex ideas, revises an essay for effectiveness, and edits an essay for accuracy.</p> <p><u>Gothic Short Stories</u> The student recalls biographical facts about the author, analyzes how American Romanticism and gothic literature are embodied within the text, analyzes the characteristics such as mood of Gothic literature, and infers theme.</p> <p><u>Understanding Language and Symbolism</u></p>

Table B: Course Objectives and Competencies

	<p>explain and support their analysis of passages they've read. This course prepares students for the AP English Literature and Composition exam.</p>		<p>The student identifies imagery, determines what senses are being activated in the text, analyzes imagery and sensory language in the text, identifies and defines figures of speech, recognizes figures of speech in the text, analyze the meaning of figurative language, identifies symbolic connotations of words, identifies emotional connotations of words, and determines how connotative and denotative meanings enhance writing skills.</p> <p><u>Central Ideas of a Text</u> The student compares and contrasts central themes within a text, identifies the themes within a text, and analyzes how themes within the text connect to Gothic and Romantic literature, Modernist literature, and contemporary literature.</p> <p><u>Author's Intent</u> The student identifies the author's purpose through questions and other reading strategies and identifies the purpose of poems, narrative essays, and expository essays.</p> <p><u>Characterization</u> The student identifies different types of characterization, analyzes the use of characterization, interprets a character's motivations and actions, analyze lines of dialogue including colloquial dialogue that include characterization, analyzes the development of characters over the course of the text in works.</p>
<p>N.H. Code Admin. R. Ed 306.27(v) Mathematics</p>			
<p>Algebra I</p>	<p>This course is the foundation for high school mathematics. Students will develop fluency in working with linear equations, tables, graphs, inequalities and more.</p>	<ul style="list-style-type: none"> • Exponential Functions • Inequalities • Linear Functions • Polynomial Functions & Factoring • Quadratic Functions • Systems of Equations • Radical Expressions • Rational Expressions 	<p><u>Exponential Functions</u> The student simplifies expressions raised to the power of $(1/n)$ and (m/n) and uses the Laws of exponents to simplify expressions with rational exponents. The student simplifies expressions with exponents using the Product and Power Properties for Exponents, the Product to a Power Property, and the Quotient and Power Properties for Exponents. The student applies the definition of a negative exponent.</p> <p><u>Inequalities</u> The student graphs inequalities on a number line, writes the solution to linear inequalities using interval notation, solves inequalities using the Subtraction and Addition Properties of Inequality, solves inequalities using the Division and Multiplication Properties of Inequality, solving multi-step inequalities, and translates verbal statements to algebraic inequalities. The student verifies solutions of linear inequalities with two variables and graphs them.</p> <p><u>Linear Functions</u> The student solves linear functions using the Subtraction and Addition Properties of Equality and verifies a solution of a function. The student determines if a given</p>

Table B: Course Objectives and Competencies

			<p>function is linear and if a given point is a solution to the linear function. The student graphs the linear function using a table of values, writes functions in standard form, and finds the x- and y-intercepts for the equation of a line. The student finds the slope of a linear function, writes and graphs functions in slope-intercept form, writes functions given the slope and a point on the line, and writes equations of parallel and perpendicular lines.</p> <p><u><i>Polynomial Functions & Factoring</i></u> The student identifies polynomials, evaluates polynomials for a given value, uses the Distributive Property, FOIL method, and vertical method to multiply a binomial by a binomial; squares a binomial, recognizes and uses appropriate special product patterns, and divides polynomials. The student finds the greatest common factor from a polynomial, factors by grouping, and factors trinomials, including perfect square trinomials and sums and differences of cubes.</p> <p><u><i>Quadratic Functions</i></u> The student solves quadratic equations by using the Zero Product Property and factoring.</p> <p><u><i>Systems of Equations</i></u> The student solves systems of linear equations by graphing, elimination, and substitution.</p> <p><u><i>Radical Expressions</i></u> The student simplifies expressions with square roots, adds and subtracts like square roots, and multiplies and divides square roots.</p> <p><u><i>Rational Expressions</i></u> The student evaluates and simplifies rational expressions. The student multiplies and divides rational expressions and adds and subtracts rational expressions with and without a common denominator. The student simplifies a complex rational expression by writing it as division and by using the LCD.</p>
Algebra II	In this course, the basic concepts from Algebra I are enriched. Topics include equations and inequalities; linear equations; linear systems and matrices; quadratic functions and factoring; polynomials and more.	<ul style="list-style-type: none"> • Exponential Functions • Inequalities • Linear Functions • Polynomial Functions & Factoring • Quadratic Functions • Systems of Equations • Radical Expressions • Rational Expressions 	<p><u><i>Exponential Functions</i></u> The student graphs exponential growth and decay functions and interprets the characteristics of exponential functions.</p> <p><u><i>Inequalities</i></u> The student determines a solution for a given inequality and solves inequalities with absolute value.</p> <p><u><i>Linear Functions</i></u></p>

Table B: Course Objectives and Competencies

			<p>The student graphs linear functions in standard form, determines whether relations are functions, and finds the domain and range of functions.</p> <p><u><i>Polynomial Functions & Factoring</i></u> The student adds and subtracts polynomials and factors polynomials using the greatest common factor, difference of squares, and factoring by grouping. The student demonstrates the ability to multiply a polynomial by a polynomial.</p> <p><u><i>Quadratic Functions</i></u> The student solves quadratic equations using different methods, including the quadratic formula and with complex number solutions. The student applies the Fundamental Theorem of Algebra for Quadratics and the N-Root Theorem. The student finds the x-intercepts, vertex, axis of symmetry, and y-intercept of a parabola, analyzes the graph of a quadratic function, writes quadratic functions in vertex, intercept, and standard form.</p> <p><u><i>Systems of Equations</i></u> The student determines whether an ordered pair is the solution to a system of linear equations, solves linear systems using elimination and substitution, solves linear systems in three variables, and determines the best method to use to solve a system of equations.</p> <p><u><i>Radical Expressions</i></u> The student simplifies radical expressions and graphs square root and cube root functions.</p> <p><u><i>Rational Expressions</i></u> The student simplifies rational expressions involving factorable polynomials, multiplies and divides two or more rational expressions and simplifies, and demonstrates the ability to add and subtract rational expressions.</p>
<p>Geometry</p>	<p>Geometry introduces the study of points, segments, triangles, polygons, circles, solid figures and their associated relationships as a mathematical system. Students will extend their pre-existing experiences with algebra and geometry to trigonometry, coordinate</p>	<ul style="list-style-type: none"> • Circles • Congruence • Expression Geometric Properties with Equations • Right Triangles and Trigonometry • Similarity • Solid Geometry 	<p><u><i>Circles</i></u> The student applies formulas and pi to find the area and circumference of a circle. The student performs translations and/or dilations to prove that two circles are similar. The student defines the measure of central angles and arcs, applies the properties of circles to solve for missing measures in circles, identifies chords and arcs, applies the properties of inscribed angles to find the measure of angles and arcs, identifies the incenter and circumcenter, and constructs inscribed and circumscribed circles of triangles.</p> <p><u><i>Congruence</i></u></p>

Table B: Course Objectives and Competencies

	<p>geometry, and probability.</p>		<p>The student applies the properties of angles to determine if two shapes are congruent. The student determines if triangles are congruent based on SSS, SAS, ASA, AAS, and HL.</p> <p><u>Expression Geometric Properties with Equations</u> The student demonstrates the ability to create the equation of ellipses, hyperbolas, and circles based on given information. The student determines the equation of parallel lines to a given line. The student determines the equation of a perpendicular bisector of a line segment in the coordinate plane.</p> <p><u>Right Triangles and Trigonometry</u> The student identifies and uses the ratios involved with 45-45-90 and 30-60-90 triangles to find missing side lengths. The student applies the tangent, sine, and cosine ratios to find missing sides in right triangles. The student identifies and applies the cosine and sine ratios of complementary angles.</p> <p><u>Similarity</u> The student uses ratios to determine if two shapes are similar, evaluates transformations to determine if two shapes are similar, and uses scale factor and similarity to find missing values. The student applies AA, SAS, and SAS Triangle Similarity criteria to determine if triangles are similar. The student dilates a shape by a scale factor.</p> <p><u>Solid Geometry</u> The student identifies polyhedrons and the number of faces, vertices, and edges and finds the surface area of 3D prisms, including cylinders, pyramids, cones, and rectangular and triangular prisms.</p>
<p>Precalculus</p>	<p>This course prepares students for topics covered in an elementary Calculus course at the college level. Facility with these topics is especially important for students to study calculus, physics or other sciences, and/or engineering in college.</p>	<ul style="list-style-type: none"> • Exponential Functions • Polynomial Functions & Factoring • Systems of Equations • Rational Expressions 	<p><u>Exponential Functions</u> The student applies the properties of exponential functions to solve mathematical problems and to analyze exponential functions.</p> <p><u>Polynomial Functions & Factoring</u> The student determines how many roots a polynomial function has by applying the Fundamental Theorem of Algebra and writes a polynomial function given its linear factors or roots.</p> <p><u>Systems of Equations</u> The student solves systems of equations using the process of elimination and solves systems of equations with three unknown values.</p> <p><u>Rational Expressions</u></p>

Table B: Course Objectives and Competencies

			The student simplifies rational expressions, multiplies and divides rational expressions, and adds and subtracts rational expressions.
Statistics	This course is a practical hands-on approach to the study of statistics and probability. Topics include the use of graphs such as histograms, stem plots, time plots, and scatter plots to display data; using numbers such as median, mean, and standard deviation to describe data; and evaluating data distribution. Students examine relationships using correlations and least square regressions. They calculate the probability of simple and compound events. They learn to estimate with confidence, explore tests of significance, and evaluate the validity of statistics contained within published reports.	<ul style="list-style-type: none"> • Introduction to Statistics • Surveys and Sample Sets • Experimental and Observational Studies • Rules of Probability 	<p><u>Introduction to Statistics</u> The student demonstrates an understanding of key terms, differentiates between levels of measurement, and creates and interprets frequency tables.</p> <p><u>Surveys and Sample Sets</u> The student calculates the mean and standard deviation of the sampling distribution of the mean and of a proportion.</p> <p><u>Experimental and Observational Studies</u> The student identifies the different parts of an experimental study, identifies the variables within a study, and identifies quantitative methods and measures used in experimental research.</p> <p><u>Rules of Probability</u> The student calculates and interprets probability results, including conditional probability and independent events results.</p>
AP® Statistics	AP® Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. Students explore statistics through discussion and activities, and design surveys and experiments. This course prepares	<ul style="list-style-type: none"> • Introduction to Statistics • Surveys and Sample Sets • Experimental and Observational Studies • Rules of Probability 	<p><u>Introduction to Statistics</u> The student demonstrates an understanding of key terms, differentiates between levels of measurement, and creates and interprets frequency tables. The student describes and displays data and demonstrates an understanding of the normal distribution.</p> <p><u>Surveys and Sample Sets</u> The student calculates the mean and standard deviation of the sampling distribution of the mean and of a proportion. The student describes sampling and survey methods.</p> <p><u>Experimental and Observational Studies</u></p>

Table B: Course Objectives and Competencies

	students for the AP Statistics exam.		<p>The student identifies the different parts of an experimental study, identifies the variables within a study, and identifies quantitative methods and measures used in experimental research.</p> <p><i>Rules of Probability</i> The student calculates and interprets probability results, including conditional probability and independent events results. The student demonstrates understanding of binomial and geometric random variables.</p>
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Sylvan Learning Statement of Program Changes



Sylvan of Portsmouth and Salem, NH
800 Islington St. Unit 10-B
Portsmouth, NH 03801

Date: January 20th 2024

To Whom It May Concern:

I am writing to state that we have not changed anything from our previous application to the Learn Everywhere program other than the removal of the U.S. Government and AP U.S. Government and Politics courses from our course list.

Sincerely,
Eui Choi

A handwritten signature in black ink, appearing to read "Eui Choi".

Executive Director
Sylvan of Portsmouth and Salem