

A Student Guide to Advanced Study and Extended Learning 2017-2018 Year



Freshman Year

The Freshman Learning Community (FLC) is our eighth-to-ninth grade transition program, which is designed to assimilate students into the academic and social community of Sanborn Regional High School. At Sanborn, personalized learning starts when students arrive in ninth grade.

Honors: Students who are ready for a more rigorous academic program are able to contract for honors level credit in the subjects of English, Physical Science, and Global Studies. The honors contract allows students to experience the academic rigor of an honors course under the watchful eye of their team teacher. Teachers facilitate the learning experience by coaching students to complete extension activities that demonstrate a higher level of achievement.

Students are heterogeneously grouped at the ninth grade level. Honors students receive the same initial instruction as their peers. On a weekly basis honors students meet with their teacher for instruction and support. Students are typically assigned one honors project for each quarter of the school year. The project is designed in conjunction with the teacher and is an extension of the regular ninth grade curriculum. Once students have completed their independent project they are typically expected to share their conclusions with their peers, as is expected in most fields of research.

Advisory: Freshmen are assigned to an advisory that meets twice in every six day rotation. Advisory teachers get to know their students on a more personal level and serve as a supporter/advocate when needed. Advisors are responsible for making sure that students are scheduled for extra help during Focused Learning Time (FLT).

The freshman advisory program (known as GUTS) focuses on preparing students for success in school and in life by developing seven character traits: Curiosity, Grit, Gratitude, Optimism, Self-Control, Social Intelligence, and Zest. Every few weeks a new character trait is rolled out during a class meeting. In the weeks that follow, advisories engage in activities that develop and support the current character trait.

Focused Learning (FLT): Focused Learning Time is scheduled for four out of every six days in the schedule rotation. During FLT time students are able to meet with teachers for extra help, to make up missing work, to reassess an assignment, or for enrichment.

Advanced Coursework: Freshmen who complete 8th grade Algebra 1 may be enrolled in honors Geometry in 9th grade. Additionally, students who complete a level I world language in 8th grade may be enrolled in level II as a freshman, allowing them to take honors level world language as early as sophomore year.

Sophomore Year

The Sophomore year is a bridge year, spanning from the community-based supports of the Freshman Learning Community to the autonomy, focus, and extensions available in our Career Pathways.

The Sophomore Experience is a small learning community focused on the integration of curriculum into interdisciplinary units of study through project-based learning. Sophomores are grouped into *pods* of integrated teams where English, Social Studies, and Science curricula are blended into interdisciplinary units of study. Within this small learning community model, teachers have complete autonomy over the daily teaching schedule and instructional groupings of students. This autonomy provides opportunities for teachers and students to be grouped flexibly, according to daily learning and teaching needs. Because the small learning community shares a large amount of common time, the flexibility to address daily learning and teaching needs may take many forms, including, but not limited to, periods for sustained silent reading (SSR), advisory, honors instruction, enrichment opportunities, academic intervention, and community-building activities.

Honors: Similar to the Freshman Learning Community, Sophomores who are ready for a rigorous academic program may contract for honors credit in the subjects of English, Biology, and Your Government-Your Money, while participating in the Sophomore Experience. Typically, the invitation to participate in Honors Seminar is delivered to students after 4 – 6 weeks of experience in Sophomore Experience courses. The Sophomore Honors Seminar requires students to work differently, to go deeper into a subject of study, to read more challenging texts, to complete advanced composition pieces, and to exhibit outstanding work-study practices (21st Century Learning Skills). It is not simply *more work*, although, at times, more work may be assigned. The initial 4 – 6 weeks of school provides students with the time and opportunity to demonstrate that they are capable of performing at an advanced academic level and that they have the requisite work-study practices to succeed in a rigorous learning environment.

All students are heterogeneously grouped in the 10th grade courses taught on the *team* (English, Science, and Social Studies). Honors students receive the same initial instruction as their peers. In addition, however, Honors students participate in weekly Honors Seminars where teachers work with students on additional curriculum, instruction, and assessment at an advanced level, at a rapid pace, and with high expectations for work-study practice. Honors Seminar takes place during the team's Focused Learning Time.

Advisory: Sophomores are assigned to an advisory that meets twice in each six-day class rotation. Advisory teachers get to know their students on a more personal level and serve as a mentor when needed. Advisory teachers coordinate their students' schedules for Focused Learning Time; scheduling students for intervention, enrichment, and Honors using the school's Enriching Students software.

The Sophomore advisory program builds on the Freshman *GUTS* activities by adding a Leadership strand to the advisory curriculum. Once students have mastered the character traits of *GUTS* (Curiosity, Grit, Gratitude, Optimism, Self-Control, Social Intelligence, and Zest), and they are introduced to Leadership-building activities, they are perfectly poised for success in the Junior/Senior Career Pathways.

Focused Learning Time (FLT): Focused Learning Time is scheduled for four of the six days in our academic schedule rotation. During FLT, students have an opportunity to meet with teachers for extra help, for enrichment and extension, to receive additional instruction, or to reassess an assignment. It is during this FLT time that some students attend the Honors Seminar.

Junior and Senior Years

As an 11th or 12th grade student, students who are looking to pursue advanced study and extended learning can take advantage of any number of opportunities that are designed to personalize and individualize learning at a deeper level.

Advanced Placement (AP) Courses: Through a partnership with the College Board, Sanborn offers various AP courses, which vary slightly from year to year based on interest and staff availability. In the recent past our school has offered Biology, Calculus, Chemistry, Economics, English Literature, English Language, Government, Spanish, and U.S. History. Students who score high enough on an AP exam at the end of the year may be offered credit or advanced placement in college, depending on the school. Additionally, students may select from a wide variety of other AP courses through the Virtual Learning Academy Charter School (see below).

Career Pathway Projects and Internship Extended Learning Opportunities: In this unique program, students work one on one with an advisor to design a unique independent capstone project and/or internship experience with a local business or community organization. Credit is awarded for successful completion of this individualized program.

Diploma with Distinction: In addition to its standard 28 credit diploma, Sanborn offers a 32 credit Diploma with Distinction for students who meet a higher set of standards.

Dual College Enrollment: Sanborn has partnerships with Great Bay Community College, Northern Essex Community College, and Southern New Hampshire University to offer their courses on our campus, for dual high school and college credit.

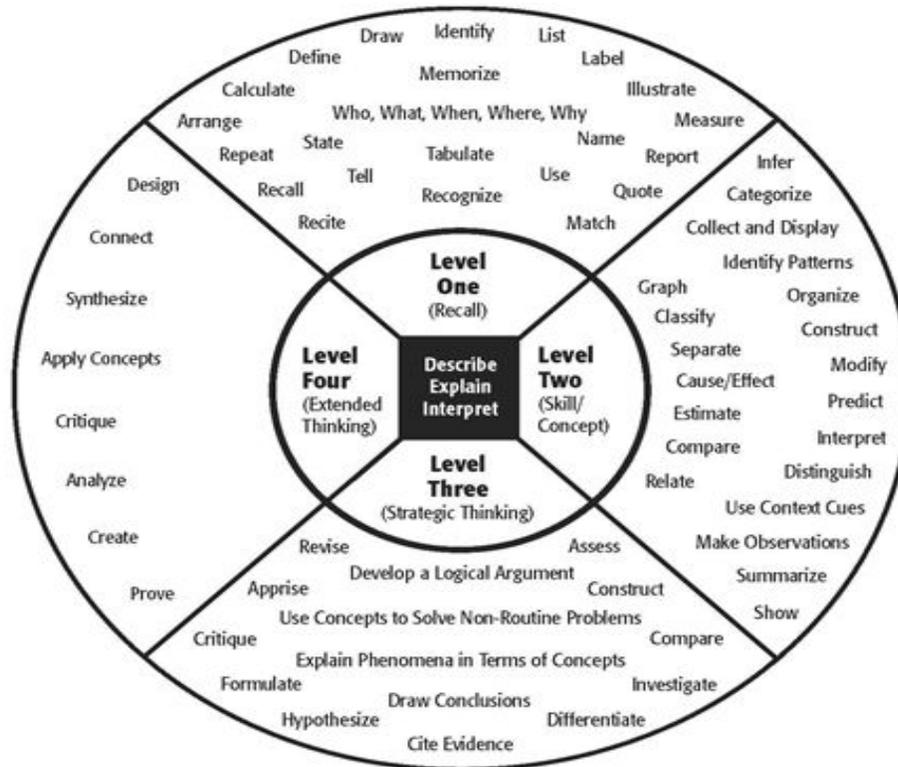
Honors-Level Classes: We offer classes in a variety of subject areas including Business Technology, Language Arts, Mathematics, Science, Social Studies, French, and Spanish.

New Hampshire Scholars: Sanborn is a proud long-time participant in this program, made available to all students who elect to follow a rigorous college-level course of study.

Seacoast School of Technology (SST): Interested grade 11 and 12 students may apply for acceptance into an SST program that they would do for half of their school day in Exeter. Programs include: Animal and Plant, Automotive, Biotechnology, Building Construction, Careers in Education, Computer Science, Culinary Arts, Digital Media Arts, Health Science, Marketing, Pre-Engineering, and Welding.

Virtual Learning Academy Charter School (VLACS) Extended Learning Opportunities: Sanborn has a partnership with VLACS, which allows Sanborn students to enroll in a variety of elective and advanced courses that can be applied for credit with our school towards a Sanborn diploma. Some courses also offer eStart for college credit.

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WRI/index.aspx>>

Sanborn Regional High School teachers utilize a number of curriculum development tools to create rigorous lessons and assessments. Two of the most commonly utilized tools are the Hess Rigor Matrix (information can be found at <http://www.karin-hess.com/#!/The-Hess-Cognitive-Rigor-Matrix/cmbz/7C5E6A13-1611-4CC5-BC84-1074B05080BC>) and Webb's Depth of Knowledge Wheel (found below). Both of these tools assist teachers to create lessons at a wide spectrum of *cognitive rigor* or *depth*. Students who create at the Cognitive Rigor Matrix and Webb's Depth of Knowledge Levels 3 and 4 are producing and achieving at a high level. Our Honors teachers take this *rigor* and *depth* into consideration when planning lessons, enrichment opportunities, and assessments for Honors classes.