

**New Hampshire Department of Education
Accountability and Adequacy
Epsom Central School**

The New Hampshire Department of Education requests that each school answer a survey of questions regarding areas of the curriculum taught at each school for accountability and adequacy purposes. The following pages are to the most recent responses to these survey questions. Please review our responses and call the main office at (603) 736-9331 if you have any questions.

Department of Education Art Information

1. Epsom Central School provides a variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to, current digital devices, computers and software, and expendable art-making supplies that meet the diverse needs, interests and capacities of each student.

Yes, Epsom Central School students receive developmentally appropriate techniques and processes from kindergarten through eighth grade using a wide variety of materials including, but not limited to a variety of soft and hard graphite pencils, colored pencils, crayons, oil pastels, chalk pastels, watercolors, temperas, acrylics, pen and ink, markers, block printmaking materials, styrofoam printmaking materials, yarns, items for collage work, plaster and plaster wrap, modeling clay, model magic, fabrics, wire, and a variety of books including the Getting to Know the World's Greatest Artists series by Mike Venezia. The Epsom Central School art room was designed specifically as an art room. Two of the four walls are lined with windows for excellent natural lighting in addition to overhead lighting. The art classroom also has ample shelving units, counter space, and two sinks.

2. Epsom Central School provides for the best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures.

Yes. The Epsom Central School art room was designed specifically as an art room. Two of the four walls are lined with windows for excellent natural lighting in addition to overhead lighting. Ample shelving units are bolted to the walls. Two sinks and wall mounted soap dispensers are available within the classroom for art procedures requiring water, for proper cleaning of supplies, and for students to adequately clean their hands. Hand sanitizer is also available in a wall mounted dispenser. Students are instructed before use on the proper methods when introducing new materials, as well as proper cleaning methods associated

with the new materials used. Students do not use electric power tools. Hot glue guns are only used by older students, and only with written permission by a parent/guardian and with adult supervision. Students do not work with materials that must be thinned or cleaned with solvents. No aerosol materials are used in the classroom. Electrical cords are not in walkways. A fire extinguisher is mounted within the art classroom. The Epsom Fire Department inspects the art room yearly to be certain it is a safe area for students to work. Antibacterial wipes are available for staff use when cleaning tables and counter surfaces.

3. Epsom Central School provides practice in critical thinking, artistry and artistic skill development sequentially over time in observing, imagining, visualizing, transforming and synthesizing their thoughts and ideas in selecting and applying subject matter and symbols to create and evaluate meaningful two and three-dimensional artworks and media arts either as part of the regular classroom or as opportunities beyond the regular classroom.

Yes. Within the art class at Epsom Central School, students are provided the opportunity to practice critical thinking, artistry and skill development sequentially over time in observing, imagining, visualizing, transforming and synthesizing their thoughts and ideas in selecting and applying subject matter and symbols to create and evaluate meaningful two and three-dimensional artworks.

- Grades K-4: observation and use of basic shapes combined to represent objects from their everyday life; exposure and examination of works of art in order to appreciate and transform elements, themes, subject matter, symbols and techniques into meaningful individual works of art;
- Grades 5-8: exposure and examination of works of art in order to appreciate and transform elements, themes, subject matter, symbols and techniques into meaningful individual works of art; consider and compare the sources of subject matter, symbols and ideas among a variety of works of art as well as their own work; appreciate, understand and select media appropriate for the ideas expressed; work with a wider range of materials and with higher level of skill.

4. Epsom Central School provides instruction in global visual art and arts-related (dance, music, theater) history and culture.

Yes. While the Epsom Central School sixth grade art curriculum is almost entirely integrated with the cultures studied in their world history class, all art students K-8 create two and/or three dimensional works of art based on a variety of cultures and art periods. These cultures and art periods include, but are not limited to, Prehistoric Cave Art, Ancient Egyptian Art, Ancient Greek Art, Renaissance Art, Impressionism, Cubism, Surrealism, Pop Art, Contemporary Art, Native American Art, African Art, Guatemalan Textiles, Panamanian Textiles, Chinese Art and Characters.

5. Epsom Central School provides instruction in creating, performing (or exhibiting), and responding (being able to articulate personal aesthetic judgment through written, oral, or other expressive means) as an active participant in the visual arts.

Yes. Epsom Central School's instruction in creating, exhibiting, and responding as an active participant in the visual arts includes, but is not limited to, creation, observation, demonstration, experimentation, modification, collaboration, and verbal and written critiques according to concepts taught. Students also review personal works of art and make selections for display within our school and community.

6. Epsom Central School provides instruction in analyzing and evaluating works of art from structural, historical and cultural perspectives; identifying exemplary works of art from a variety of historical periods and art forms; and relating various types of arts knowledge and skills within and across the arts and other disciplines.

Yes, Epsom Central School provides instruction in analyzing and evaluating works of art from structural, historical and cultural perspectives; identifying exemplary works of art from a variety of historical periods and art forms; and relating various types of arts knowledge and skills within and across the arts and other disciplines, includes but is not limited to, verbal analysis of works of art according to the principles and elements of design, exploration and discussion of the relevance of a work of art in the context of the artist's current political, historical, cultural context, comparison and collection of a variety of art forms within a particular period of art and culture, and exploration and creation of art integrating math such as tessellations or origami.

7. Epsom Central School provides instruction in using technology as ways to create, perform, or respond in the visual arts.

Yes, Epsom Central School's instruction in using technology to create, perform, or respond in the visual arts includes, but is not limited to, visuals projected on an interactive Smart Board, introduction to interactive Metropolitan Art Museum art links available to students from the Epsom Central School art instructor's school website, and additional visual arts and visual media exploration and skill development in the Integrated Studies computer curriculum.

8. Epsom Central School provides instruction in becoming familiar with career opportunities in the visual arts or with the impact of the arts on everyday life.

Yes, Epsom Central School's instruction in becoming familiar with career opportunities in the visual arts or with the impact of the arts on everyday life includes, but is not limited, to participating in competitive graphic design lessons while exploring and discussing art careers featured monthly in our subscription to Scholastic Art such as costume and set design, fashion design, ski and snowboard design, cartooning, and jewelry design. Students also engage in discussion on their room decor, fashions they look for during back to school shopping, styles of cell phones they prefer for look and function, all with the realization that design matters to them in their everyday lives.

9. Epsom Central School provides for the ongoing assessment of learning outcomes (in the visual arts) through the use of local assessments that are aligned with state and district content and performance standards.

Yes, Epsom Central School's ongoing assessment of learning outcomes (in the visual arts) takes place through the use of local assessments that are aligned with state and district content and performance standards includes, but is not limited to, collaborative and summative assessments discussed during district visual art instructor triad meetings, New Hampshire National Arts Education workshops and lectures, rubrics, and peer observation.

10. Epsom Central School supports the authentic assessment of student learning outcomes (in the visual arts) through multiple formative and summative assessment instruments including but not limited to, teacher observation, competency-based (or performance-based) assessments, and teacher-designed quizzes and tests.

Yes, Epsom Central School's authentic assessment of student learning outcomes (in the visual arts) through multiple formative and summative assessment instruments including, but not limited to, teacher observation, competency-based (or performance-based) assessments, teacher and/or peer critiques of student work during various phases of a given project, and teacher-designed rubrics which students utilize to evaluate and rework their projects before final discussion and project evaluation with the teacher.

Department of Education Health Information

Epsom Central School provides systematic instruction designed to enable students to: comprehend concepts related to health promotion and disease prevention, linking to all content areas; demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health; demonstrate the ability to access valid health information and health-promoting products and services; demonstrate the ability to self manage and practice health enhancing behaviors and reduce health risks.

The Epsom Central School Integrated Studies curriculum spans topics ranging from technology to health education. The curriculum includes, but is not limited to, instructing students on summer safety including awareness and prevention of skin cancer, health risks and diseases, budgeting, STD/HIV education and learning life-long healthy habits and lifestyles.

Epsom Central School provides systematic instruction designed to enable students to: analyze the effect of culture, media, technology, and other influences on health; demonstrate the ability to use interpersonal communications skills to enhance health; demonstrate the ability to use goal-setting and decision making skills to enhance health; and demonstrate the

ability to advocate for personal, family, and community health.

There are many projects that students at Epsom Central School take part in during their instruction in Integrated Studies that focus on a wide variety of topics. Some of these include learning safe communication and media skills, creating family budgets and tracking eating habits, setting measurable goals and working to track and achieve those goals in conjunction with Physical Education and home activities. Health is also taught in a woven manner in the general curriculum throughout the building. Sixth grade students participate in Environmental Camp, which also reinforces health concepts such as team building skills, interpersonal communication and environmental health. Our newsletter has a health and safety focus each month for student, parent, and staff awareness.

Epsom Central School provides a planned curriculum in health education that includes: alcohol and other drug use prevention; injury prevention; nutrition; physical activity; family life and comprehensive sexuality education, (including instruction relative to abstinence and sexually transmitted infections; tobacco use prevention; mental health; personal and consumer health; and community and environmental health.

The health curriculum of Epsom Central School as well as the adopted Wellness Policy includes instruction to students in alcohol, drug use, and tobacco prevention. Through collaboration with our school nurse and the Integrated Studies teacher, students are instructed in family life and sexuality education including but not limited to the importance of abstinence as well as sexually transmitted diseases and infections. The Integrated Studies teacher, in addition to the school nurse, provides students instruction in proper nutrition, the importance of physical activity and mental, personal, consumer, community, and environmental health. Science classes also reinforce proper nutrition and body systems.

Epsom Central School provides sound assessment practices in health education that: match goals and objectives; require evaluation and synthesis of knowledge and skills; emphasize higher order thinking skills; clearly indicate what the student is asked to do but not how to do it; are at the appropriate reading level; have criteria that are clear to students and teachers; are engaging and relevant to students; link to ongoing instruction; provide feedback to students; provide cost-effective benefits to students; reflect real world situations; and emphasize use of available knowledge and skills in relevant problem contexts.

Utilizing technology as a teaching tool and incorporating project-based learning, all K through 8 students are instructed by the Integrated Studies teacher using higher order thinking skills. The learning activities in Integrated Studies are engaging to students because students are provided structured criteria while also allowing for elements of creativity. Since this instruction covers a wide array of health topics, all of the projects are linked to real world situations that require synthesizing of information while meeting standards of the curriculum.

Curriculum is designed and students are assessed in accordance with the National Health Standards and the State of New Hampshire's Health Standards.

Department of Education Information Technology Information

Epsom Central School provides opportunities at developmentally appropriate levels for students to: develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making; become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of: reading; mathematics; English/language arts; science; social studies (including civics, government, economics, history, and geography); arts; and world languages.

Yes, the safety, responsibility, and ethics regarding computer use are taught in multiple areas of our curriculum. From the regular education classroom to the unified arts classrooms, students are taught not only the process, but the reasons for the use, and the background on what to be aware of from all aspects of digital citizenship. It shall be the responsibility of the Epsom School District to provide the basic fundamentals of reading, writing, and mathematics, as well as science, social studies, music, art, and physical education. It is also responsible for establishing a system that will strive to develop and stimulate the individual's intellectual, social, emotional, and physical growth, so that the individual can readily adapt to our ever-changing society. The school district recognizes its responsibility to meet the physical, intellectual, and emotional needs of the children, particularly the needs to learn, create, and establish aesthetic, moral and ethical values; and relate satisfactorily to others in social situations involving family, government, work and recreation. The school district accepts primary responsibility for giving students a mastery of the basic skills of learning, thinking, and problem solving; for teaching them to use various media for self expression; for instilling a knowledge of the social and natural sciences; for acquainting students with the richness of our heritage; and for stimulating them to productive work in various areas of human behavior. The school district acknowledges the importance of its supplemental role to the home and other agencies in developing habits and attitudes which make for effective personal living; the maintenance of optimum physical and mental health; and the establishment of sound moral, ethical, and aesthetic values. These objectives are to be considered as guides rather than limits; capable of wide interpretation, flexible enough to meet the changing needs of both individuals and society; and pervasive throughout the entire system, for all levels and subject areas.

Epsom Central School provides opportunities at developmentally appropriate levels for students to: use 21st century tools to develop cognitive proficiency in: literacy; numeracy; problem solving; decision making; and spatial / visual literacy.

Yes, over the last few years we have focused on increasing the technology literacy of our staff. This was done through staff training, purchase of administrative type software, i.e. grade books, e-mail, MMS School Management, cafeteria and learning software. Increasing staff comfort with technology has increased student use of technology and academic programs. Each of our classrooms has access to digital white board technology and audio sound systems to enable all students to interact through the online activities and programs through the courses of reading, math, English, science, social studies, art, music, and Spanish. Through our different curriculum areas we incorporate technology programs to enhance the teaching and learning experience. These include, but are not limited to:

Math Facts in a Flash (Math Computational Practice and Assessment Program)
IXL math

Geometer Sketchpad

Accelerated Reader

Star Math Assessment

Star Reading Assessment

N.W.E.A. (Math and Reading Assessments)

Easiteach (for the creation of electronic lessons)

Connected Math

Nettrekker Web Search

Music Composition Software

Open Office

Photo Story (grade 3)

Glogster (for the creation of virtual posters and web pages)

Sakai (for Wiki's, blogging, communication and collaboration)

Prezi (to allow for the creative presentation of imagery)

Audacity (to record and allow students to collaborate and create informational audio recordings regarding specific topics)

Windows Movie Maker (to allow students to produce video recordings of projects)

These programs are all used in the development of cognitive proficiency.

Students and staff continue to use Open Office programs as another means to communicate besides Microsoft Office. Each staff member has been presented and introduced to a scope and sequence of technological skills at each of the K-8 grade levels.

Epsom Central School provides opportunities at developmentally appropriate levels for students to: use 21st century tools to develop technical proficiency at a foundational knowledge level in: hardware; software applications; networks; and elements of digital technology.

Yes, 21st century tools are introduced in both our core classrooms and our unified arts classes. Software applications, such as those listed above, are utilized on a daily basis, in addition to the teaching of hardware and digital items, such as cameras, video cameras, digital audio recorders, etc. All students connect with the network through the school and have access from home as our school has embraced the Sakai initiative to help continue our movement to increase technology and communication through the posting of assignments and

connection with parents.

Epsom Central School provides opportunities at developmentally appropriate levels for students to: create digital portfolios which: 1) address the following components. basic operations and concepts; social, ethical, and human issues; technology productivity tools; technology communications tools; technology research tools; and technology problem solving and decision-making tools. 2) represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects; and 3) include, at a minimum, such digital artifacts as: standardized tests; observation; student work; and comments describing a student's reflection on his/her work.

Yes, we have and will continue teaching students to periodically save work to be added to their portfolio folders stored on SAKAI. We are working collaboratively with our SAU to include Sakai software to incorporate both academic and social data as part of "Follow The Child." All students in grades K-8 are expected to work on a minimum of three technological experiences per year. These are not stand-alone projects, but rather connections to the topics currently being studied to integrate technology. Students in grades one to eight have a digital matrix stored on our Sakai server that can be accessed both at home and at school. Reflections have begun to be added to students in the intermediate and middle grades. Our grade eight students and staff have reviewed the digital portfolios together to utilize the rubric through Epsom Central School's work with the ICT rubric project.

Epsom Central School provides opportunities for students to demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in 306.42(a)(5).

Yes, students in grades one to eight have a digital matrix stored on our Sakai server that can be accessed both at home and at school. Reflections have begun to be added to students in the intermediate and middle grades. Our grade eight students and staff have reviewed the digital portfolios together to utilize the rubric through Epsom Central School's work with the ICT rubric project.

Department of Education Language Arts Information

Epsom Central School provides a comprehensive coherent curriculum that is aligned to the NH Curriculum Frameworks for Reading and Written and Oral Communication and addresses reading, writing, speaking, listening and viewing.

Yes, the Epsom Central School curriculum does provide a comprehensive, coherent curriculum that is aligned to the NH Curriculum Frameworks for Reading and Written and Oral Communication. The skills of reading, writing, speaking, listening, and viewing are addressed in the English Language Arts curriculum in grades K-8. All students are introduced to these skills in kindergarten, and at each grade level, the skills are further developed. Instruction

in these skills is addressed through the core reading series, Treasures, by MacMillan/McGraw-Hill (K-5), consistent use of trade books, and also through various language arts learning activities and projects. In reading, all of the essential components of reading instruction are taught to students at the developmentally appropriate level. Phonemic awareness, phonics, vocabulary, comprehension, and fluency are addressed in all grade levels. While a student in grade 1 will be blending and segmenting syllables and onsets-rimes, a student in grade 6 will be identifying multi-syllabic words using knowledge of sounds and patterns in order to unlock meaning. Students in the primary grades will learn about story elements such as setting, character, and conflict, while students in the upper grades will focus on similar elements in a more complex manner. For example, students in grade 7 will make inferences about a cause and effect or identify internal and external conflicts. Writing skills are taught in much the same way with students being introduced to basic writing skills in kindergarten, where they express their ideas with pictures and letters followed by increasingly complex written skills each subsequent year of instruction. In grade 8, students are responding to literary or informational texts by stating a focus or point of view and using details to support a statement. The 6 Traits of Writing framework is used in grades K-8 to help students focus on specific aspects of writing and similarly, professional development has taken place to teach writing in the mathematical area with Mahesh Sharma. Speaking skills are taught, as students collaborate in small groups and make presentations in a public forum, expressing their ideas or explaining a concept. Students work on listening skills from kindergarten through grade 8, following instructions and answering questions. In terms of viewing, students are asked to view a visual presentation and respond through written analysis or discussion, in order to demonstrate understanding of the content that was viewed.

Epsom Central School provides instruction that emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language in both speaking and writing.

Yes. Epsom Central School uses the writing models from the Treasures program, as well as the 6 Traits Model. Each grade is taught to pre-write and organize ideas through the use of graphic organizers or verbally. Then the students draft and revise draft, revise for language choice, voice, and clarification. Editing is done amongst peers, teachers, and independently for spelling, capitals, punctuation, and grammar. Final copies are done and published/shared in some way. Through the Treasures program, students are taught about different writing styles and purposes, for example personal narratives, response to literary or informational text, or persuasive writing.

Epsom Central School provides opportunities for each child to become literate by creating an environment that promotes the importance of reading by allotting time for direct instruction and independent reading of individually chosen materials. School and classroom libraries have a variety of fiction and informational materials at multiple reading levels designed to meet the needs of students with a variety of interests and abilities.

Yes. Epsom Central School allots time for direct instruction and independent reading during the day. Our direct instruction is taught through the Treasures/Fundations program and focuses on early reading strategies such as phonemic awareness, fluency, vocabulary strategies, literary genres, and understanding and identifying story elements, among other things. The middle school level uses literature based class activities to address these areas. We also focus on these areas during guided reading instruction that is at the student's appropriate reading level. Literature circles and/or small groups are utilized to address guided reading instruction of story elements, etc. at the appropriate levels. Treasures provides a variety of fiction and informational materials at several different reading levels: below grade level, on grade level, and beyond grade level. Epsom Central School also allots a certain time of the day for independent reading of individually chosen materials at the student's developmental level through the Accelerated Reader Program. Each classroom library has books to meet the needs of all learners. The books are of a variety of interest levels, non-fiction themes, authors, genres, etc.

Epsom Central School provides teachers with the materials and training necessary to use diagnostic, formative, benchmark, and summative assessments for assessing students for appropriate placement in the reading/language arts program; continuously monitoring each student's progress; and for early intervention or remediation.

Yes. Epsom Central School provides teachers with numerous materials to assess students' learning, growth, and need for improvement. Teachers use the NECAP, NWEA, and Star Reading scores to determine if intervention or remediation is necessary. They are also good data points to start with when placing students into certain reading levels. The STAR test through the Renaissance Learning program is also used to get a range for what book levels students are able to read appropriately and it also determines a grade equivalent and independent reading level. Students are guided to ensure that the selection is appropriate and at his or her correct level.

AR quizzes and diagnostic reports allow the teachers to determine how much time a child is reading independently, whether the book level is too easy, too hard, or just right, and if the language/vocabulary in the book is developmentally appropriate. It enables the teachers to assess comprehension as well. The Treasures Reading Program also allows us to give weekly and unit tests to assess spelling, phonics, vocabulary, and grammar. Teachers, special educators, and RTI specialists meet frequently to review these assessments to make sure the right programs are in place and that the needs of each student are being addressed. Bi-weekly and monthly fluency assessments are also given. These assessments help teachers to determine who is making gains or needs additional instruction or support in the area of decoding, phonemic awareness, etc. Students who are below the 25th percentile are assessed bi-weekly and the other students are monitored regularly.

Epsom Central School provides each teacher with professional development funds to improve his or her professional skills in these areas. Teachers have common

planning time that enables them to share information and strategies from learning activities. Time is also provided on early release days for teachers to share research, strategies, and teaching ideas. These times are also utilized for analysis and interpretation of assessment results, which then informs instruction. ECS also participates in meetings with the other schools in the SAU, by subject area, in which teachers meet to share teaching ideas and strategies. There is also an annual professional development day in the SAU, where teachers of common subjects meet to share research, innovative ideas, and resources. Teachers have the opportunity to discuss their experiences with particular methods or strategies, and can also learn about the successes and challenges of others. The ECS Data Team meets weekly with classroom teachers on a rotating basis, discussing assessment data, student needs, and instructional strategies in order to continuously improve student learning.

Department of Education Math Information

1. Epsom Central School provides a developed curriculum incorporating number and operations, geometry and measurement, data, statistics and probability, and functions and algebra.

Yes. The Epsom Central School math curriculum in use from grades 1-8 provides a very detailed outline of the mathematical skills to be developed at each grade level. This scope and sequence of skills used in the program is aligned to the NH curriculum framework for mathematics, as well as the NCTM focal points for each grade level. For example, there are direct references to the NCTM focal points for each unit. There is also a complete scope and sequence for each strand across grade levels from pre-K through grade 8. This takes each individual skill across each strand and shows in table form the grade level at which the skill is introduced, developed, reinforced, and maintained and applied. Thus, a skill such as adding whole numbers will be introduced, applied, and maintained beginning from pre-K on through grade 8, whereas other skills may only span several grade levels. The ExamView Test Generator allows for teachers to create custom practice worksheets or tests that are aligned to state standards. It should also be noted that our curriculum provides a detailed list of the National ESL standards and how they are aligned to each chapter. We use online/technology resources to align lessons to certain state standards.

As one example of the many experiences throughout the grades, in grade four, instruction begins with place value up to the millions place. They estimate and round to the nearest given place value and use that in problem solving. As an example, and not limited to this grade, students in grade four work with numbers in word form, number form, and expanded form to increase their understanding of place value and order and compare whole numbers using their understanding of place value. (M:N&O:4:1, M:N&O:4:2) Fourth grade students learn the different addition and multiplication properties and subtraction/division rules. They learn how to create related problems using other operations. Work with multiple digit problems is introduced, as well as mastering multiplication facts. Division is also

taught and students are to connect to the related facts they know. (M:N&O:4:3, M:N&O:4:4, M:N&O:4:7, M:N&O:4:8) Geometry and Measurement is also given comprehensive instruction in grade 4. Students learn and practice identifying, describing, and classifying two and three dimensional figures, angles, polygons, and perimeter and area. (M:G&M:4:1, M:G&M:4:3, M:G&M:4:6, M:G&M:4:7, M:G&M:4:10) Students in fourth grade are introduced to using letters or symbols within an equation to represent a given quantity or to represent an unknown quantity. They also use rules of algebra to solve commutative property problems or to find the equivalence between two expressions. (M:F&A:4:4) In fourth grade students work on gathering data, organizing it, and interpreting the information through the use of line plots, bar graphs, frequency tables, tally charts, double bar graphs, etc. They conduct a survey themselves where they had to organize their data into a graph and interpret the results to find the mode, mean, median, and outlier in their data. (M:DSP:4:1, M:DSP:4:2, M:DSP:4:3, M:DSP:4:6)

2. Epsom Central School provides opportunities for all students to solve problems by using multiple strategies; communicating mathematical ideas through speaking and writing; and making logical connections between different mathematical concepts. The school provides opportunities to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities including concrete experiences and interactions with manipulatives, technology, and the student's environment.

Yes. The curriculum provides for multiple problem solving strategies in several ways: It uses the four-step problem solving strategy of Understand, Plan, Solve, and Check throughout the lessons. It also presents problem-solving investigations through the units which are designed to help students choose appropriate strategies and to apply them in problem-solving situations.

Our current text aligns with the state GLEs and provides for writing in math exercises so students can communicate ideas and key concepts. The lesson planner in the teacher's guide also gives directions for leading discussions based on prior knowledge which are designed to make connections between prior learning and new concepts and skills. Hands-on activities are given throughout the lessons to make real world connections. Cross curriculum links and activities are also provided throughout the lessons, and real world problem solving readers are provided as additional resources.

The math curriculum provides an extensive choice of math manipulatives and resource material lists to help in teaching the lessons. Students have ample opportunity to interact with age appropriate manipulatives for each new concept presented (more on manipulatives in question 3). Manipulatives include attribute blocks, clocks, number cubes, pattern blocks, base ten blocks, balances, fraction models, geoboards, algebra tiles, and measurement tools.

All classrooms are equipped with interactive whiteboards. Our students are given multiple online technology resources such as the personal tutor, Interactive

Classroom with interactive lesson introductions, virtual manipulatives, games, and songs designed to supplement each lesson to reinforce skills and stimulate student interest. Teacher training in the use of the whiteboard software is ongoing. Graphing calculators are available for our prealgebra and algebra students. We also have Geometer's Sketchpad software available for individual and/or whole class use.

Our math program focuses on different problem solving strategies, such as guess and check, draw a table, act it out, and working backwards, in each lesson to provide appropriate strategies for all learners. Students are asked to explain which strategy they used when solving a given problem and to show their work. In grades 1 – 5, the Math Connects program provides opportunities for students to determine if certain solutions are reasonable for the problem given and it allows them to estimate and check to compare their thoughts to the accurate answer. This is a great real world strategy they will benefit from. (M:PRP:2:1, M:PRP:5:1) Students are strongly encouraged to show all their work and provide reasons for their outcomes, whether that is verbal explanation, drawing, or solving the problem using equations. The interactive white boards provide more hands on and visual experiences reaching more students who are kinesthetic and visual learners. It's been a great way to prove and defend their answers, but also to problem solve with the whole class. It creates great discussions between the kids about strategies used or solutions. (M:PRP:2:2, M:PRP:5:2, M:CCR:2:1, M:CCR:5:1)

3. Epsom Central School provides interactive instruction and sustained activities designed to enable ALL students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level. We also provide planned activities that promote developing mathematical concepts from the concrete through the representational to the abstract level.

Yes. Our curriculum provides extensive resources for reaching all learners. These include intensive intervention strategies (using Math Triumphs), as well as leveled exercise sets for each lesson that are designed for students below or approaching grade level, on grade level, or above and beyond grade level. Enrichment lessons are provided for advanced learners, and higher order thinking skill (HOT) problems are given throughout the lessons. ESL learner guides and materials for our RTI Numeracy program are available.

Activities are planned to develop math concepts from the concrete to the abstract level. This is done through the use of manipulatives as well as the design of the lessons themselves. For example, an algebraic concept regarding addition may be first modeled using two color counters in the primary grades. Students may then be given cups and counters to model and solve addition equations at the intermediate level, which is followed by the use of the more abstract algebra tiles at the middle school level. Elementary classrooms use problems of the day and the middle school math classes have problems of the week to solve.

Epsom Central School provides interactive instruction and sustained activities that allow all students to show their understanding. Our interactive white boards lend

themselves to interactive learning, digital manipulatives, visual, and audio instruction. Students also use IXL.com and Math Facts in a Flash to promote sustained activities based on each child's independent level, which allows students to continue to develop and maintain mathematical skills and concepts.

4. Epsom Central School provides opportunities for authentic tasks that promote student decision-making, questioning, and require students to defend their strategies and results.

Yes. The curriculum uses scaffolding questions, which are designed to help students investigate and understand the main ideas of the lesson. Students are asked to defend their strategies and results in a variety of ways, which include the lesson practice, problem solving questions, and the writing in math exercises which are regular parts of each lesson. The homework practice, problem solving, and enrichment activities provide opportunities for open-ended responses for students to defend a student-generated answer. The ExamView Test Generator also provides assessment options, which are designed to include more open-ended responses as opposed to just multiple choice or true/false. Students are also taught estimation techniques so they can look back at their answers to see if they are reasonable. Cooperative and small group learning activities are used which give students the opportunity to share ideas and develop strategies in a small group setting.

5. Epsom Central School provides planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level.

Yes. The curriculum is designed to be tailored to meet the needs of all learners, as stated in question 3. The use of manipulatives and technology allows all learning styles to be addressed. The curriculum stresses multiple problem solving strategies using all available resources. Literature connections, cross curriculum supplements, and resources allow students to discover the relevancy of the math they are learning to their daily lives and to the various topics covered by the literature supplements. Our Math Facts in a Flash, IXL, online interactive games and songs are provided in the curriculum to give students the opportunity for extra skill practice and concept development.

6. Epsom Central School provides opportunities for all students to develop positive attitudes (habits of mind) and appreciation of multiple ways to approach and solve mathematical situations to further the development of quantitative literacy.

In the belief that success in math helps to foster a positive attitude towards math learning, we have taken a number of steps to improve math performance and student confidence. Ongoing activities such as math vocabulary development and note-taking/journal writing are designed to develop positive math habits and mindset, and to generate self-motivated learners. Our leveled readers provide a connection to the real life mathematical applications. The Real World Problem Solving Guides within each classroom make a connection between literature and

real life situations. These are used throughout the different math curriculum strands.

7. Epsom Central School provides interactive instruction and sustained activities designed to enable ALL students to demonstrate proficiency using the concepts and skills articulated in any grade level expectations that are adopted at the state level.

Success in math helps to foster a positive attitude towards math learning. We have taken a number of steps to improve math performance and student confidence. This includes Math Facts in a Flash and IXL Math. All students are expected to have the same opportunity for extra skill practice on a daily basis. Other resources provided in the curriculum include a classroom games CD and a math songs CD, which are designed for grades 5 and below and are meant to make math learning fun. Ongoing activities such as math vocabulary development and note-taking/journal writing are designed to develop positive math habits and mindset, and to generate self-motivated learners. In addition, the middle school students are also using Geometer's Sketchpad and Gizmo mathematical labs.

Department of Education Music Information

1) Epsom Central School provides for a variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to musical instruments, current recording devices, computers and software, and expendable music-making supplies, that meet the diverse needs, interests and capacities of each student.

Yes, using material from the Epsom Central School's school board approved music curriculum, instruction (in music) includes, but is not limited to, developmentally appropriate techniques such as those developed by Kodaly and Orff. Music classes are held in a full size classroom that is equipped with a baby grand piano, an audio system, and an interactive whiteboard with a ceiling mounted projector. Lessons include the use of movement, singing, playing and reading music using classroom instruments including, but not limited to, recorders, pitched and non-pitched percussion instruments. Digital audio and visual recording equipment is used to provide students an opportunity to critique music visually and aurally. Students use computer stations and an interactive Smart Board on a daily basis for lessons that include the application of programs such as but not limited to "Finale NotePad," "Essentials of Music Theory," "Smart Music," "Finale Print Music," "Band-In-A-Box," "Garage Band," and "Sibelius." Student interest-based projects include cross-curricular activities such as creating a sound track using "Garage Band" for videos created in another class.

2) Epsom Central School provides for the best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies

and procedures.

Yes, the Epsom Fire Department inspects the music classroom annually and has approved the space as being sound and a safe area in which students may work. Cleaning fluids/chemicals are kept out of the classroom. Instruments in the classroom are stored securely on shelves and in cabinets, floor space is kept open and clear, and computer stations are stable on flat surfaces. Cords and cables are bound and out of the way of foot traffic. Students are not allowed to share instruments that come in contact with their mouths. Recycled instruments are cleansed according to best practices and industry standards. Safe procedures to access and use equipment are introduced and practiced prior to the use of the equipment. To avoid physiological damage, students learn procedures and methods used to create vocal and instrumental sound production that are based on best practices. Decibel levels experienced by students in the classroom are kept below a level that would be damaging to hearing, and personal listening devices are not used in the classroom.

3.Epsom Central School provides practice in critical thinking, musicianship, and musical skill development sequentially over time in observing, imagining, visualizing, listening, transforming and synthesizing their thoughts and ideas through traditional and nontraditional means such as, but not limited to, reading and writing music, and music improvisation for creating and evaluating musical works either as part of the regular classroom or as opportunities beyond the regular classroom.

Yes, as part of their regular music classroom experience, Epsom Central School students in K-8 develop critical thinking, musicianship, and musical skills sequentially. These opportunities include but are not limited to the following:

- Grades K-3: use of folk songs and games to explore music through moving, singing, playing, reading, writing, improvising; creating music to accompanying stories.
- Grades 4 and 5: use of movement, singing, playing, reading, writing, improvising, playing recorders, drumming and body percussion, and composing.
- Grades 6-8: use of composing, drumming, listening and evaluating through exploring the application of the elements of music in different genres.

Beyond the regular music classroom, students in grades 4-8 have the opportunity to practice critical thinking, musicianship, and musical skill development sequentially over time in observing, imagining, visualizing, listening, transforming and synthesizing their thoughts and ideas through reading and writing music, and music improvisation for creating and evaluating musical works while singing in chorus or playing an instrument in band.

4. Epsom Central School provides instruction in global music and arts-related history and culture.

Yes, Epsom Central School's instruction in global music and arts-related history and culture includes units such as, but is not limited to, exploring songs from a variety of world cultures, world drumming, opera & drama, ballet & dance, Greek/Roman art/history & planets, band and chorus literature from a variety of world cultures.

5. Epsom Central School provides instruction in creating, performing, and responding (being able to articulate personal aesthetic judgment through written, oral, or other expressive means) as an active participant in music.

Yes, Epsom Central School's instruction in creating, performing, and responding (being able to articulate personal aesthetic judgment through written, oral, or other expressive means) as an active participant in music includes, but is not limited to, improvisation, isolating elements of music through listening, exploring personal interests and genres of music, free drawing to music, composing, written assignments such as comparing and contrasting two pieces of music in different genres through the use of the elements of music in those compositions.

6. Epsom Central School provides instruction in analyzing and evaluating works of art from structural, historical and cultural perspectives; identifying exemplary works of art from a variety of historical periods and art forms; and relating various types of arts knowledge and skills within and across the arts and other disciplines.

Yes, Epsom Central School's instruction in analyzing and evaluating works of art from structural, historical and cultural perspectives, identifying exemplary works of art from a variety of historical periods and art forms, and relating various types of arts knowledge and skills within and across the arts and other disciplines includes, but is not limited to, exploring opera (The Barber of Seville), ballet (The Nutcracker), world drumming (Will Schmid ensembles), analyzing a jazz piece and using that structure as a basis for a composition, analyzing the structure of songs, exploring applications of the elements of music through history and a variety of genres, explorations of rhythm and meter in music using mathematics, explorations of form and structure in music using language arts, explorations of sound using physics, explorations of connections between art and society through a minicourse titled, "Elvis to Eminem."

7. Epsom Central School provides instruction in using technology as ways to create, perform, or respond in music.

Yes, Epsom Central School's instruction in using technology as a way to create, perform, or respond in music includes, but is not limited to, composing using Finale Print Music, exploring and responding to music using the Essentials of Music Theory, performing and responding to music using Smart Music, creating video sound tracks using Garage Band, performing and responding to music using Band-In-A-Box, writing about and responding to music using Open office,

performing and rehearsing using Sibelius, evaluating and critiquing music using digital audio and visual recording and playback equipment, performing accompaniments to stories that are projected on an interactive Smart Board, and a variety of other lessons using RM Easiteach and a projector/smart board combination.

8. Epsom Central School provides instruction in becoming familiar with career opportunities in music or with the impact of music on everyday life.

Yes, Epsom Central School's instruction in becoming familiar with career opportunities in music or with the impact of music on everyday life includes, but is not limited to, discussions around composing and arranging, explorations of the variety of careers involved with music, explorations (including viewing) of productions of major works (Barber of Seville, The Nutcracker) and discussions around the variety of careers involved in creating the production, and chorus/band field trips to see and hear live performances of professional musicians.

9. Epsom Central School provides for the ongoing assessment of learning outcomes (in music) through the use of local assessments that are aligned with state and district content and performance standards.

Yes, Epsom Central School's ongoing assessment of learning outcomes (in music) through the use of local assessments that are aligned with state and district content and performance standards include, but are not limited to, observation by teacher, peer observation, interactive formative and summative assessments in the Essentials of Music music theory software, and rubrics.

10. Epsom Central School supports the authentic assessment of student learning outcomes (in music) through multiple formative and summative assessment instruments including but not limited to, teacher observation, competency-based (or performance-based) assessments, and teacher-designed quizzes and tests.

Yes, Epsom Central School's authentic assessment of student learning outcomes (in music) through multiple formative and summative assessment instruments including but not limited to, teacher observation, competency-based (or performance-based) assessments, and teacher-designed quizzes and tests includes but is not limited to project based assessments (composing, performing), concerts that include performances by large ensembles as well as small groups and individuals, written responses and critiques, and quizzes on compositional concepts designed by teacher.

Department of Education Physical Education Information

Epsom Central School provides a comprehensive, coherent written curriculum addressing all the following performance and content learning opportunities: 1) a variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child; 2) fitness education and assessment to help children understand and improve or maintain their physical well-being; 3) development of cognitive concepts about motor skills and fitness; 4) opportunities to improve children's emerging social and cooperative skills and to gain a multicultural perspective; 5) promotion of regular amounts of appropriate physical activity now and throughout life; and 6) utilization of technology in attaining instruction, curricular, and assessment goals. In addition, this curriculum is aligned to the NH curriculum framework for physical education.

Yes. (1)Epsom Central School provides a variety of motor skills that run the gamut from basic tumbling to a proper golf swing. (2)Epsom Central School students take two fitness tests a year in grades 6-8. Students in all grades K-8 work on fitness throughout the year. (3) Students are constantly reminded that basic skills such as balance and proper throwing mechanics transfer to unlimited activities. (4) Students participate in cooperative / ice breaking games throughout the year such as the human knot and Indiana Jones. (5) As the students mature, the focus switches from basic skills and team games to lifelong activities such as table tennis, golf, and personal fitness. (6) Students learn to use technology through entering their fitness results in a spreadsheet and by filming and critiquing their individual skills video. Our current curriculum does align with N.H. curriculum framework for physical education.

Epsom Central School provides systematic instruction in physical education designed to enable students to demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities; to demonstrate understanding of movement concepts, principles, and performance of physical activities; to participate regularly in physical activity; to achieve and maintain a health enhancing level of physical fitness, to exhibit responsible, personal, and social behavior that respects self and others in physical activity settings; and to value physical activity for health, enjoyment, challenge, self expression, and social interaction.

Yes. Epsom Central School provides systematic instruction in physical education designed to enable students to demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. A good example of systematic instruction is the task of throwing. K-2 focus on the non-dominant foot stepping, while the dominant side throws. Grades 3-5 focus on the transfer of weight and balance. While grades 6-8 focus on the follow-through and increasing their power by using their legs and torso when throwing.

Epsom Central School participates regularly in physical activity with students in kindergarten receiving 30 minutes a week, students in grades 1-5 receiving 40

minutes a week, and grades 6-8 receiving 45 minutes for 45 days in a school year.

Students understand that to achieve and maintain a healthy level of physical fitness, activities and skills learned in class must be a part of their everyday lives. When you learn to jump rope, you must go home and practice that skill.

From kindergarten to 8th grade, students learn about personal space (their bubble) and that during games, students have to respect their teammates and their opponents at all times.

Students value physical activity for health, enjoyment, challenge, self-expression, and social interaction. This is most clearly seen during games such as Star Wars and Alaskan kickball.

Epsom Central School provides sound assessment practices in physical education that require instructors to a) match goals and objectives; b) require evaluation and synthesis of knowledge and skills; c) emphasize higher-order thinking skills; d) clearly indicate what the student is asked to do; e) are at an appropriate skill level according to state standards and the needs of the individual; f. have criteria that are clear to students and teachers; g. are engaging and relevant to students; h. link to ongoing instruction; i. provide feedback to students; j. provide cost-effective benefits to student; k. reflect real-world situations; and l. emphasize use of available knowledge and skills in relevant problem contexts.

Yes. (A,B,C,D,E,F) Epsom Central School provides sound assessment practices in physical education. This is done with self-evaluation, peer evaluation and teacher evaluations on specific skills. A good example of an assessment practice is peer evaluation at the middle school level. During the golf unit, one student will critique a peer's swing and work on making adjustments using the ten key points to a golf swing. Then the roles will be reversed. Another is self-critique, during an invent-a-game. The game is played and then they get a chance to change and evaluate their game. General teacher assessment and instruction is ongoing throughout the class.

Yes. (G, H, I, J, K, L) As an example, during the fitness unit students will check their target heart rates before and after jumping rope. This indicates the importance of cardiovascular fitness and reflects the importance of keeping the most important muscle (heart) pumping away. Students also understand the importance of developing a healthy lifestyle that focuses on muscular endurance, muscular strength, flexibility, and cardiovascular fitness.

Department of Education Science Information

1. Epsom Central School provides a comprehensive coherent curriculum that provides planned activities designed to increase students' factual knowledge and conceptual understanding of the nature of science, unifying themes of

science, and physical, biological, and earth space sciences.

Yes, activities include: Designing Your Own Experiments:

- 1) Using scientific methods with knowledge about what science is, including how science is part of your everyday life.
- 2) Designing your own boat for problem recognition, inferring and observation.
- 3) Blowing in the wind for problem recognition, observing, inferring and interpreting data.
- 4) Publishing scientific brochures
- 5) Visiting three states of matter by generating a heating and cooling curve for water
- 6) Energy theme connections are made with waves, light, sound, magnetism, electricity, heat, wind, and energy used in the human body. Light energy can include how the eye gathers light when we see, as well as what light from space tells us about the history of the universe.
- 7) Water cycle – illustrated and labeled

2. Epsom Central School provides opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, and inferring through activities that allow each student to: explore, collect, handle, sort, and classify natural objects; use strategies to organize and identify the questions children ask from natural world observations.

Yes,

Mini-lab activities:

- Observing gas solubility
- Observing stream erosion
- Comparing fossils
- Using temperature probes
- Heartrate monitors
- Inferring from pictures
- Comparing sounds
- Forming an image with a lens
- Predicting drops of water on a penny
- Lighting a bulb with one wire
- Using simple machines to design student inventions
- Modeling water movement in a wave
- Measuring water content in food
- Classifying living organisms
- Plant activities in the building and outside
- Gizmo Computer Labs

3. Epsom Central School provides opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, and inferring through activities that allow each student to: use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data; organize data in multiple ways using tools of technology, including

calculators, computers, and handheld electronic devices.

Yes.

- 1) Distance, volume, density, mass, temperature, and time are measured and computed using such equipment as meter sticks, graduates, triple beam balances, thermometer, stop watch, spring scale and calculator.
- 2) The metric system is used for these measurements.
- 3) Exploration activities help students understand that they need to use tools to measure information, as one's own senses are not an accurate method.
- 4) Computer activities include saving work items, recording data on Excel and creating various types of graphs as well as doing computer research and presentations.
- 5) Newton's Laws of Motion are discussed using model cars and the idea of car company crash testing.
- 6) Primary classrooms use measurement tools for capacity, distance, etc.

4. Epsom Central School provides opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, and inferring through activities that allow each student to: communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.

Yes. Science journals are used to help students record their thoughts and information during experiments. They also share their thoughts and findings with other students in their group during cooperative and collaborative groupings. The groups work together to model their finding for others including ecology case studies. This is also displayed in our annual Science Fair presentations.

Through regular and Design Your Own Lab. work such as:

Design Your Own – Pace Yourself, which has students designing an experiment to measure speed for each member of a group. They also display data in a table and graph, must analyze their data and draw conclusions.

Design Your Own – Fruit Salad Favorites, which has students designing an experiment that identifies physical changes and chemical changes in fruit.

Model and Invent Homes for Endangered Animals

Earth's Biome replicas

Department of Education Social Studies Information

1. Epsom Central School provides a comprehensive, coherent curriculum addressing the domains of civics, economics, geography, and history that is consistent with the most recent NH curriculum framework for social studies.

Yes. Epsom Central provides instruction in civics, economics, and geography throughout the Junior Achievement program in classrooms K – 5. Junior

Achievement provides different programs at each grade level that build upon their previous Junior Achievement programs. They introduce, model, practice, and apply the definitions of goods, services, producers, consumers, resources, supply, and demand. In 2nd grade, students study the importance of community through meeting and working with public officials in town (SS:CV:2:2:1). In 4th grade, students learn the role and importance of the Branches of State Government. They learn the role and responsibilities of the two houses in the Legislative Branch included how bills become law. They take a field trip to the NH State House, as well as the NH History Museum where they can apply and connect what they have learned in the classroom, first hand (SS:CV:4:2:1 & SS:CV:4:2:2).

Epsom Central School provides instruction in geography throughout K – 5th grade. In first and second grade, they learn the importance of a map and globe. They create a map of the classroom, map out their bedrooms, neighborhoods, & parks. Map keys and symbols are introduced, such as intermediate directions, compass rose, body of water, and states. Second grade creates escape route maps for Fire Prevention Week. (SS:GE:2:1.1, SS:GE:2:1.2, SS:GE:2:1.3) First and second grade explore the components and distribution of ecosystems such as their study of the Rain Forest and Ocean. (SS:GE:2:3.2) Third grade mapping skills are part of the curriculum throughout the year, including compass directions, roads, oceans, and continents. In fourth grade, students work on map skills all year applying intermediate and cardinal directions when reading a map and locating places. They learn to identify landforms. Fourth graders also learn about the continents and oceans, their locations and important features. Fourth grade analyzes the settlement of different people among different regions through the native Americans and then the English Colonists during their study of New Hampshire History. (SS:GE:4:4.4)

Epsom Central School provides instruction in history as well. In grades K – 2, students learn the importance of national celebrations and symbols, such as the American Flag, the Constitution, and the Pledge of Allegiance. At these grade levels, they study Labor Day, Memorial Day, Veteran’s Day, Presidents’ Day, Columbus Day, etc. (SS:HI:2:1.1) In grades 3 – 4, through library and social studies class students study different famous people, such as Harriet Tubman, and write a biography on them. (SS:HI:4:1.1) Throughout the 4th grade study of NH, they see the development of NH’s government as they learn how the Abenaki Indians and then later the English Colonists settled their towns. (SS:HI:4:1.2) , (SS:HI:4:2.1)

Grades K – 3 Identify and discuss individuals and/or groups who have profoundly affected life in the United States, such as Martin Luther King, Jr., Abraham Lincoln, and George Washington or in Grade 4, influential New Hampshire people such as John Stark. (SS:HI:2:3.1, SS:HI:4:3.1)

Civics and government strands are taught in the middle school through the history of the USA (7th and 8th grade) and history of ancient civilizations (6th grade). The different governments found through the world and their histories are compared. This strand is also covered in September with the celebration of Constitution Day (5th -8th grade).

Economic Strands are taught when the causes of the American Revolution are discussed including taxation and government policies (7th grade). The development of the feudal system in the Middle Ages to colonization (6th grade) is taught. The system of supply and demand is covered when discussing the natural resources of Latin America and their need to diversify (7th grade). Geography strands for the USA, including but not limited to, reading maps, how humans interact with their physical surroundings, human migration and regions are taught in the 5th grade with the the Eastern Hemisphere in 6th grade and Latin America in the 7th grade.

World history strands-The history and development of the first civilizations, land use, development of GRAPES (Aacronym for parts of a civilization) and world cultures take place in grade6. The conquest of Latin America tribes is in grade seven along with the impact of diseases on cultures. The influence of religious groups on political systems; ex, The Protestant Reformation (7th grade) is also included.

These are just a few examples of how Epsom Central School provides a comprehensive, coherent curriculum addressing the domains of civics, economics, geography, and history. Each grade level aligns its curriculum and topics of study to address the NH curriculum framework for social studies.

2. Epsom Central School provides opportunities for students to become familiar with the skills of decision-making, data gathering, and critical thinking. Students have the opportunity to access instruction involving debate and discussion of public issues, analysis of methods of persuasion (advertising, media, propaganda, etc.), simulation of public issues, research, and conflict resolution.

Yes. K-4 has data-collection and graphing. Problem solving and decision-making are covered throughout the building in the classrooms, lunchroom, playground, and cafeteria. Middle school classes do several graphing and data-collection activities with social studies and math classes. Students collect population data on the first four towns settled in the colony of New Hampshire as part of a study on N.H. history. Data about specific colonial jobs are reviewed from the perspective of the 17th century as compared with the current populations of the ten counties of New Hampshire.

In the eighth grade, Epsom Central School completes decision making and higher order thinking activities in the following manner:

Students participate in a Constitutional Convention recreation whereas each student assumes the role of one of the members and debates the issues of the Constitution with the other members and votes to ratify the Constitution based on the character being played. A second example is the current events. These are discussed in class and debated. Questions could include, but are not limited to:

Should the U.S. remain in Afghanistan?
Does the U.S. still practice Manifest Destiny?

In grade four, for example, similar discussions take place about the news stories and the effects on families. Throughout the building, multiple classrooms have subscriptions to local newspapers allowing students access to public issues, editorials, and different types of writing found in the daily publication. Middle school students also watch CNN student news while keeping abreast of national and world events.

Students are exposed to conflict resolution on a daily basis regarding social situations on the playground and in the classroom. Conflict resolution is also covered in reading stories and in dealing with the history of wars and government. The resolutions of these historical events are also discussed.

Middle school students in grade eight analyze methods of persuasion by viewing and analyzing the symbolism of current and historical political cartoons to display historical events in the news media. Students create political cartoons and show symbolism for certain events in U.S. history.

3. Epsom Central School provides opportunities for students to practice citizenship in the school and community.

Yes. Epsom Central School provides a theme each month, which is based on citizenship and character, through a morning announcement called Words of Wisdom. At the end of each month, each teacher or classroom is to select students who have practiced the month's theme in a way that is respectable and rewarded by our Administration. Our school Student Council Committee provides activities for students to participate in that provide service to our school or town community, state, or country, such as the Thanksgiving Food Drive, Hat Day for a Hoops for Heroes Drive and helping a family who had the tragedy of a fire. Second grade arranges a community field trip to the local service providers in our community (police, fire, library, etc.) Grades 6 – 8 are required to do a given amount of community service hours. Grade four visits the NH State House, as well as the NH History Museum. First and second grade are visited by the town firefighters during Fire Prevention Week, as well as the town police officers at various times throughout the year. Epsom Central school has arranged for multiple visits with the Attorney General. Classes participate in the National Student-Parent Mock Election.

4. Epsom Central School provides opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world, and the relevant expectations from the K-6 Social Studies Framework are taught.

Yes. Epsom Central School's social studies curriculum follows the state standards which includes acquiring the essential knowledge, skills, and attitudes necessary to be a participating citizen of our town, state, country and world. This instruction begins in kindergarten and continues through our 8th grade curriculum. Examples include, but are not limited to, community service activities and fundraisers for winter clothing.

Our students acquire the knowledge, skills, and attitudes necessary for effective participation by doing many activities, which include, but are not limited to:

Thanksgiving Food Drive
Hat Day for Hoops for Heroes
Family Fundraiser for Fire Tragedy
Grade 2 Community Field Trip.
Grade 4 State House Field Trip/History Museum.
Fire Prevention Activities
Police Safety Activities

Department of Education Technology Information

Yes. Epsom Central School provides opportunities for students to develop an understanding of the technological world in which they live and will work someday.

Through our Integrated Studies classes, Junior Achievement program, and everyday work in the classroom, all K-8 students receive an understanding of our ever-changing technological world through experiencing new programs and electronic tools to use during their instruction. From digital boards and digital cameras to science probes, technology surrounds our students in the learning environment.

Yes. Epsom Central School provides opportunities for students to develop positive attitudes and knowledge about industry and technology in the career cluster areas of information communication, energy/power/transportation, and materials and process technology. All students K-8 attend Integrated Studies as a unified arts class. The Integrated Studies curriculum of Epsom Central School embraces a positive approach towards introducing a wide variety of careers in technology and communication. The public utility company also provides learning opportunities within our second, third, and four grade curriculums.

Yes. Epsom Central School provides opportunities for students to develop a knowledge and understanding of the free-enterprise system and to promote the development of problem-solving skills as well as basic skills in planning, designing, fabricating, and evaluating technical processes. The Junior Achievement program is utilized at Epsom Central School to instruct students with the processes of planning, designing, fabricating, and evaluating technical processes. Sections of the Epsom Central School social studies curriculum, as well as the Integrated Studies curricula include analyzing economic models and technological developments and their impacts on society. Our grade five students determine the needs of classmates and schoolmates, design a product, promote the sale of this product, and evaluate the sales using computer technology to record and track sales.

Yes. Epsom Central School provides systematic instruction and activities designed to enable students to acquire an understanding of technical processes,

the practical application of mathematics and scientific principles, and the interrelationships between technology education and other subject areas in the school curriculum. Through a variety of curriculum areas, students are instructed with real world examples with applications of mathematics and scientific principles with technical processes and technology. One example of this is when all of ECS middle school students are required to produce science fair projects that combine a variety of subject areas and the application of various skills. These projects in grades six, seven, and eight are team integrated, allowing the math and science components to be emphasized through the proper use of grammar, format, and punctuation.

Yes. Epsom Central School provides systematic instruction and activities designed to enable students to be aware of the right to a safe work environment as well as safe and appropriate use of tools, small machines, and processes. Classrooms emphasize safety at all times and especially when using small technology tools and machines such as digital whiteboards, camcorders, and sound recording equipment. Students in middle school are instructed in safe practices when working on science labs including, but not limited to, proper eye protection, proper workspaces, and emergency procedures.

Yes. Epsom Central School provides systematic instruction and activities designed to enable students to understand industry and technology, their systematic structures, and their place in our culture and in the free-enterprise system. As part of the social studies and Integrated Studies curriculums, students are provided instruction on the integration of industry and technology in our modern society as well as in the past throughout history. Understanding the importance of industry and technology in our culture and the free-enterprise system are just some of the economic topics covered in these curricular areas.

Yes. Epsom Central School provides systematic instruction and activities designed to enable students to learn leadership and group-process skills; recognize and build upon individual talents and interests; and become familiar with opportunities and requirements for careers in communications, energy/power/transportation, and materials and process technology. In both the Integrated Studies class and physical education classes, students K-8 are instructed using a variety of team and group activities where students have the opportunity to learn leadership and group-process skills. From the Business Fair in Integrated Studies, to units on energy/power/transportation in science classes and the primary grades two through four, students are provided systematic instruction that allows them to be introduced to and become familiar with career opportunities in these fields and providing opportunities to build upon their own individual talents and interests.

Department of Education World Languages Information

1) Epsom Central School students enrolled in Spanish are provided with the opportunity to develop a knowledge and understanding of the skills necessary for

communication in the Spanish language. In the intermediate grades, students hear words and phrases spoken in Spanish. They begin to read, write, and say words and phrases in Spanish. They also begin to learn some grammatical differences between Spanish and English, as well as language structure. For example, students learn how to introduce themselves in Spanish, ask, “How are you,?” and respond to the teacher as well as peers.

Middle school students who are enrolled in Spanish learn to read and write sentences and paragraphs in the present tense in Spanish. They have the opportunity to learn grammatical similarities and differences in Spanish and English, parts of speech, sentence agreement, and verb conjugation in the present tense. Students hear Spanish spoken not only by the teacher, but also by native speaking children, teens, and adults of various backgrounds. This is accomplished through videos and listening comprehension CDs that go along with workbook activities. In addition, students are able to record their own video/skit spoken in Spanish, as well as hear classmates present their skits.

2) Epsom Central School students enrolled in Spanish have the opportunity to develop a knowledge and understanding of Spanish and Hispanic culture. Intermediate students learn where Spanish is spoken throughout the world. They learn and discuss the use of formal and informal Spanish, and the rules of masculine and feminine words in Spanish. Students also learn and discuss similarities and differences between people in Spanish-speaking countries and the United States. For example, they watch a video and discuss the differences in American schools and families versus Costa Rican schools and families. They also learn about several Spanish/Hispanic holidays and how they are celebrated in Spanish-speaking countries.

Middle school students learn more about Spanish and Hispanic culture to better compare with the United States, and to understand the importance of respecting the similarities and differences. Middle school students also work on in-depth lessons about holidays and celebrations. For example, many people in both the United States and Mexico celebrate Christmas (La Navidad), and students learn the differences in beliefs, customs, and celebrations, culminating with a fiesta to honor these Hispanic traditions.

3) Epsom Central School students are provided with instruction designed to assist with planning their education and career in areas related to world language. Both intermediate and middle school students learn why it’s important to learn a second or third language. We discuss the advantages of knowing two or more languages, and why most high schools and colleges require all students to take World Language classes. We talk about famous Spaniards/Hispanics today and in history. Students also learn and discuss why Spanish, of all non-English languages, is so important to learn today, and of its ever-increasing importance in the United States.

