

# Hawthorne Academy



## Handbook and Curriculum

*Striving for Wisdom  
Growing in Knowledge  
Preparing to Serve the World for God's Glory*

Hawthorne Academy admits students of any race, color, national and ethnic origin to all rights privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs and athletic and other school administered programs.

# Program Purpose and Philosophy

Hawthorne Academy, funded by Overseas United Education Foundation, is a private non-profit boarding and day school. Committed to high expectations of students, the Academy exists to prepare our students to strive for excellence in all they do (Colossians 3:23-24), to care for and engage passionately with all of humanity ( Mt 25:40) ; to walk in a manner worthy of the Lord, fully pleasing to him: bearing fruit in every good work and increasing in the knowledge of God. (Colossians 1:10) . Our school motto is Striving in Wisdom, Growing in Knowledge, Preparing to Serve the World for God's Glory.

The purpose of Hawthorne Academy is to provide superior Christian education experiences for high school students in the United States and worldwide, with the goal that graduates of Hawthorne Academy are fully prepared academically and spiritually to lead productive, socially responsible, and fulfilling lives pleasing to God. Fundamental to this purpose is the belief that students, faculty and staff should strive toward the highest academic and Christian personal standards.

Hawthorne Academy accepts students from Grade 9 to Grade 12. Students will acquire a broad foundation of knowledge upon which they will begin to develop frameworks of expertise in selected programs of study.

## Grading policy

To be credited with a passing grade, a student must complete the course requirements with a grade of 60 or higher. A student who does not will receive a failing grade, and no credit for the course. Report cards are distributed to students quarterly. Grades on the report card are numerical, and they represent the following levels of performance:

Scholastic Grades:

- 90 to 100 = excellent
- 80 to 89 = above average
- 70 to 79 = satisfactory
- 60 to 69 = unsatisfactory, but passing
- 0 to 60 = failure

Highest Honors Students - no grade less than 90 for the term.

Honors-Students - no grade less than 80 for the term.

Any student with one or more incomplete courses will not be eligible for the Honor Roll until all incompletes are made up. Any senior being considered for the top five academic achievement awards (final class rank) must have spent two full semesters at the Academy prior to the mid-term of the individual's graduation semester.

Students are expected to keep up with daily homework assignments. Opportunities for extra help from teachers abound, but the final responsibility for timely completion of academic work rests with the student. Students excused from classes on account of illness, field trips, sports tournaments, etc. are responsible for all assignments, tests and quizzes missed and must make the work up immediately upon return to class. The student is always encouraged to seek guidance on studying and time management from any of his or her teachers.

It is the policy of the Board of Governors that instruction will be aligned with the goals and mission of Hawthorne Academy, and the rules of the New Hampshire Department of Education. Instruction will be focused on meeting the instructional needs of students with different talents, interests, and development from a Christian perspective. The instructional program will include:

- Procedures for diagnosing student needs
- Methods and strategies for teaching that incorporate student needs
- Resource-based learning opportunities
- Techniques for the evaluation of student outcomes
- The provision of remedial instruction as needed

**When and How:** Each teacher at Hawthorne Academy will, within reason, provide each student with the opportunity for make-up work and extra help following legitimate absences. Students are responsible for contacting their respective teachers to learn when opportunities exist for make-up work and extra help.

**Deadlines:** Following a lengthy legitimate absence, a maximum of 15 school days will normally be allowed for the completion of make-up work, unless there are extenuating circumstances. This also applies to mid-term and final exams. Any exceptions to this policy must be approved by the administration. This does not mean that all students who have been absent have 15 days to make-up the work. Within reason, teachers may require that the missed schoolwork be completed and submitted shortly after a student returns from an absence, depending on many factors.

### **Course change policy**

After appropriate discussion with their teacher/advisor, students may drop and add courses without penalty within the first two weeks of school. After the first two weeks and up until mid-semester, students may change courses only with the approval of the teacher, and Director. Changes in placement to a more appropriate level, as in mathematics and World Language, or changes recommended by a student's teacher will be considered separately by the Director. Full time enrollment requires a minimum of 5 credit courses per school year.

## **Code of Conduct**

To preserve and honor the academic integrity of a Hawthorne Academy education, students will be held to a code of Christian conduct. Students who violate this code may face disciplinary measures and possible dismissal. Students who are dismissed from Hawthorne Academy not be refunded tuition/room/board payments.

### **1. Academic dishonesty**

The Academy considers as very serious any incident of academic cheating or plagiarism. Copying another student's class work or homework, cheating on a test, or turning in any material claimed as one's own but originating from another source are examples.

- Cheating is defined as submitting someone else's work obtained either in or out of class for credit as one's own; giving or receiving (from another student) unauthorized assistance in the preparation of work for credit; using unauthorized materials in the preparation of work for credit.
- Plagiarism is defined as submission of work copied directly from any source, whatsoever which is not properly enclosed in quotation marks and acknowledged by citation, bibliography, or reference in the paper itself. This includes re-arrangements of phrases and sentences from outside sources.
- Unacknowledged paraphrasing and the mere restatement of an author's original idea are also considered to be plagiarism.
- Computer-related Academic Dishonesty, wherein a student submits for credit a program which he or she cannot explain, will also be considered to be plagiarism or cheating, as it will be assumed that he or she has copied the program or received unauthorized assistance.
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### **2. Stealing or destruction of property**

The Academy considers stealing and destruction of property as extremely serious offenses. (Ex 20:15)

- Stealing is defined as unauthorized use of another student's property, deliberate taking of another student's, teacher's, school's or community's property without permission.
- Destruction of property is the deliberate, willful act of damaging property that is not one's own. This includes property that belongs to staff, students, school or community
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### **3. Unbiblical sexual conduct**

We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor 6:18; 7:2-5; Heb 13:4.) We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. We believe that any form of sexual immorality (including sex before marriage, adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt 15:18-20; 1 Cor 6:9-10.) Students found in violation of this code face serious consequences including possible dismissal.

#### **4. Disrespect for authority**

Hawthorne Academy's students will follow the teachings of Rom 13:1-2, which tells us to respect authority. It is imperative for the function of the school that respect be shown to authority and to each other at all times. (Eph 4:32) Students found violating the code of conduct may face serious consequences including possible dismissal, academic probation or academic monitoring. In addition students face not being invited to return to continue their studies in subsequent years.

#### **5. Alcohol, illegal drugs, cigarettes, pornography, drug paraphernalia, contraband**

The director has the right to search student's rooms, lockers, cars and personal possessions if there is reason to suspect alcohol, illegal drugs, cigarettes, pornography, drug paraphernalia or contraband present. Any searches will be done in the presence of at least one other staff member. The possession or use of any of these items by any student on campus is a serious misconduct and student's will face consequences up to and including dismissal from school. In addition the director will notify the Antrim Police Department of any illegal activity and abide by the decision of the Police Department decisions. Any student who comes to the director seeking help for themselves in relation to an addiction problem will receive guidance and help and will not face dismissal as long as they do not bring any alcohol, cigarettes, pornography or illegal drugs onto campus. This is conditional on the student continuing in sobriety and in their counselling program per terms arranged with the director. The decision to offer this help in lieu of dismissal/disciplinary action is solely within the jurisdiction of the director

#### **6. Bullying**

Harassment and bullying violate the rights of others and go against the teachings of Jesus. This type of conduct will not be tolerated at Hawthorne Academy. Bullying/Harassment can take shape in many forms, from repetitive negative comments to cyberbullying via social media. Staff who note such behavior will talk to the student involved personally, and also report behavior to the director. Students involved in bullying will face serious consequences up to and including dismissal from Hawthorne Academy.

#### **7. Violations against Statement of Faith**

Students who actively promote, propagate or engage in activities that violate Hawthorne Academy's statement of faith will face disciplinary action up to and including dismissal from Hawthorne Academy.

#### **8. Dress code**

Hawthorne Academy's dress code is simple. We ask everyone to dress modestly and in a way that will not offend others. We encourage our students and staff to value this extremely simple dress code and to not be the cause for a more extensive dress code needed. If at any time a student's or staff's dress standards are in question, they will be addressed by the director individually to the person involved.

## **Student Support and Special Learning Needs**

Hawthorne Academy provides support for students with various learning styles who have mild, or specific learning difficulties. These students are capable of functioning in the academic mainstream, but require small group or individual attention.

Students will be provided small group or individual academic support sessions set up within the school day. In some cases, the PE, World Language or Mathematic requirement will be deferred to a later academic year in order to give a student the support he or she requires. Students participating in the Hawthorne Academy program take mainstream classes, although some students may have a reduced course load in order to schedule learning resource sessions. The support program emphasizes self-management, organization and the student's understanding of his or her learning styles. A supplemental tuition fee may be charged according to the number of sessions required.

It is hoped that students will develop study habits, which will enable them to achieve as much as possible from all courses and programs. The following are "tips" that should lead to desirable study habits:

- Listen carefully to assignments, instructions, and directions.
- Do not be afraid to ask questions of the teachers.
- Use notebooks to write down assignments, projects, etc. Be equipped with textbooks, pens, pencils, rulers, etc., for whatever the assignment is.
- Schedule a definite time and place to study. It should be quiet and free from interruptions.
- Budget time wisely, and try to keep to a schedule.
- Do not put an assignment off; tackle it promptly, and keep at it until it is completed in a neat, accurate, and correct manner.
- Do not waste time in study halls. These provide valuable time to work on assignments.
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## **Textbooks and School Property**

Classroom teachers distribute books at the beginning of the year. Some textbooks are the property of the school and are loaned to students. Students will be charged for those textbooks/ musical instruments, etc that need to be replaced.

Official school transcripts are printed for all seniors who are applying to colleges and universities. These transcripts are updated at the end of the first semester and at the end of the year to reflect final course grades. A copy of a student's record is kept on file in case some graduate needs to request a copy for employment or further educational purposes. Transcripts for underclassmen are updated as needed throughout the school year. If a student is transferring to another school, the family must make a written request to the school that an official school transcript be prepared. Please allow at least one week's notice when making a request for a school transcript.

## Graduation Requirements

The four-year academic program (Grades 9 - 12) of Hawthorne Academy is based on the requirements set forth by the New Hampshire Department of Education plus, in addition, students are required to take Bible each year, and have at least one credit in Bible for graduation. The curriculum is designed for students to fulfill and exceed graduation requirements, college preparation, and personal interest. Instructions target mastery of content knowledge in all courses for liberal arts education usually required for entrance to higher learning institutions. Hawthorne Academy follows a bi-semester system. (Semester 1: September- January; Semester 2: January - June) To meet graduation requirements, all full-time students must take a minimum of five academic courses each year..

## Diploma requirements

The diploma is a document verifying that the student has earned sufficient academic secondary school credits to meet the New Hampshire State Department of Education and Hawthorne Academy requirements, and that the student has successfully completed an approved four-year course of study at Hawthorne Academy. A diploma is available to any student attending Hawthorne Academy if that student has obtained a minimum of twenty academic credits and has met the requirements as outlined in the State Minimum Standards as follows.

Required Subjects	Credit(s)
Bible	1 credit
Arts Education	½ credit
Information and communications technologies	½ credit or demonstrate proficiency
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical Sciences	1 credit
Biological sciences	1 credit
US and NH History	1 credit
US and NH Government/ civics	½ credit
Economics	½ credit
World History, Global Studies, or Geography	1/2 credit
Health Education	½ credit
Physical Education	1 credit
Open Electives	5 credits
Total	20 credits

## Attendance Policy

The number of absences permitted for each course before credit is lost is listed below:

- Full-year course: 20 absences
- Semester course: 10 absences

Absences beyond this number will result in loss of credit for the course or courses in which the student has been absent. For seniors, loss of credit in a course may result in failure to meet graduation requirements.

Excused absences are illnesses (verified by parent) , medical/dental appointments, contagious diseases, death of a relative, college visits, and religious observance. In addition absences will be excused for health issues that are ongoing with proper medical documentation. Excused absences will not result in a loss of credit, however all effort should be made to keep excused absences at a minimum. All other absences are not permitted without approval of administration.

- It is the responsibility of parents to communicate to the school the reason for all absences.
- Parent's texts, emails or telephone calls to excuse an absence must be received no later than 48 hours following the student's return to school, or the absence will be classified as unexcused
- Parent's communication need to include contact information to verify the communication
- Parents should call/text/email to Mrs. Berwick at 603-933-3461, [bberwick@hawthorneacademy.org](mailto:bberwick@hawthorneacademy.org) or call office phone (603)588-6800
- Documentation for medical/dental appointments and for college visits need to be turned in to Mrs. Berwick in order for absences to be excused.

Students with 8 unexcused absences or 8 tardies (to any class) will be given a 2 hour Friday evening detention. Hawthorne Academy will monitor absences/tardiness and will notify parents of students of attendance issues.

After an absence it is the responsibility of the student to meet with his/her teacher to determine what work needs to be made up. All missed work must be completed within 3 school days following absence unless special arrangements are made by the teachers. Following a lengthy legitimate absence, a maximum of 15 school days will normally be allowed for the completion of make-up work, unless there are extenuating circumstances. This also applies to mid-term and final exams. Any exceptions to this policy must be approved by the administration. This does not mean that all students who have been absent have 15 days to make-up the work. Within reason, teachers may require that the missed schoolwork be completed and submitted shortly after a student returns from an absence, depending on many factors. Appeals for extenuating situations will be considered by the administration.



## **Program Overview**

The curriculum is designed for students to fulfill and exceed graduation requirements, college preparation, and personal interest. Instructions target mastery of content knowledge in all academic areas usually required for entrance to higher learning institutions.

## **English**

The department will provide opportunities for students to:

- develop study skills, including strategies for reading, note-taking, and notebook organization;
- practice reading in a variety of literary genres;
- sharpen critical and analytical skills with sophisticated literature;
- write literary essays and formulate a thesis from evidence in a text;
- enhance skills of oral expression through discussion and presentations;
- acquire composing skills from sentence to paragraph to essay;
- write and rewrite extensively to develop a mature writing style and to build confidence in their own writing process;
- experiment with writing fiction, poetry, and personal essays;
- master the fundamentals and terminology of English grammar;
- enrich their vocabulary.

The English program builds incrementally through yearlong courses until the senior year. Grades 9-12, includes common reading and writing experiences at each level that are built upon in each succeeding year. Hawthorne Academy students are required to take a full year of English courses every year.

### **English 9 1 credit**

English 9 reviews parts of speech, basic sentence patterns, usage, and mechanics. Dictionary skills, library skills, study skills, and the writing process are exercised and implemented throughout the course. Writing projects include a comparison/contrast paragraph, a personal narrative, a research essay, a personal response to literature.

### **English 10 1 credit**

English 10 builds on the skills taught in English 9, including parts of speech, verbal phrases, clauses (including noun clauses, sentence patterns, usage, and mechanics of English grammar as well as library skills and test taking strategies. The writing process teaches writing strategies such as sentence expansion and reduction, coordination and subordination, and parallelism. Writing projects include a persuasive speech, editorial, eyewitness report, research essay, cause-and-effect essay, short stories, poetry and metaphor, and webpage design.

## **English 11 1 credit**

American Literature and Composition focuses on building skill, confidence, and independence in reading and writing. This yearlong course introduces juniors to keystone texts in American literature that reflect the development of unique American literary voices while students build their knowledge of SAT vocabulary, grammar, and economy of style. Students develop their unique writing voices through frequent drafting, deep revision, and careful editing. Our writing focuses on developing a clear, consistent narrative voice and engaging the reader using exposition, description, and narration. Students practice analytical and personal (college) essays, experiment with short fiction and poetry.

## **English 12 1 credit**

In the senior year, British literature and Composition prepares our students for college level writing requirements, increased vocabulary skills, analytical analysis and high SAT scores. Students are encouraged to apply grammatical knowledge to communication. Projects include a research paper, a literary analysis, a folktale, a narrative poem, a hymn, an analytical essay, an interview, a memoir, an analogy, and an in-class essay.

## **History**

While the core skills of analytical reading, writing, debating, and researching are consistently taught, creativity and flexibility in the classroom are also hallmarks of Hawthorne Academy's history department. All these skills are designed to enhance individual learning and to develop within each student a love for historical inquiry.

The department expects students to:

- develop reading skills for primary and secondary sources;
- construct and articulate arguments both orally and in writing;
- write essays and formal papers using a variety of evidence;
- take effective notes from reading, discussion, and lecture;
- improve research skills using print and online resources;
- display knowledge and understanding using technology;
- pursue areas of individual interest;
- cite sources properly.

## **World Geography 1 credit**

The course, World Geography introduces students to the different geological, cultural and political areas throughout our world. This course will build a foundation for the analytic writing, note-taking, presentation, and research skills that will be utilized in history courses throughout the next three years at Hawthorne Academy.

## **World History      1 credit**

Students have an opportunity to study world history through a Biblical lens. In this course there is a commitment to developing the skills of analytical writing, study and time management, and the integration of technology.

## **American History/NH History      1 credit**

This course offers students the chance to explore American History topically and engage in an examination of our nation's history. In addition, a portion of this year's class is devoted to NH History. This course shares a commitment to reading complex text and developing reading skills while focusing student writing on rigorous analysis and argument.

## **Economics/Civics      1 credit**

This sequential series is an introduction to Economics followed by US and NH Civics. Economics covers the financial concerns of many different socio-economic levels, including the government, businesses, and personal finances, with Scriptural principles applied to all areas. Students will learn the laws of supply and demand, circular flow of income and products, use of money, banking, and government intervention and free market ideals. In Civics students will learn about essential features of American government, from its historical and scriptural foundations to detailed analysis of its inner workings. The course provides an overview of changes and developments in our government with an emphasis on the U.S. Constitution and current events.

## **Mathematics**

The primary concern of the Mathematics Department is the development of a student's ability to think logically. We believe that even if mathematics is not to be their main area of interest, logical reasoning will be invaluable both in a student's chosen field and in everyday living.

We are also firmly committed to challenging students to the limits of their capacities. Ideally, we accomplish this by allowing students to progress at their own rate through the system, within the structural limitations of the classes. We emphasize the development of the individual, both as a thinker and one who computes.

We believe that we can be flexible enough with course offerings to fit the needs of a particular group. This may often require sections of the "same" course moving at quite different speeds, but we are willing to expend the extra effort to make this possible.

## OBJECTIVES

To implement our philosophy, we believe that each student should:

- Understand mathematics as a logical system
- Have a knowledge of, and be competent with, basic mathematical processes and concepts
- Develop efficiency and accuracy in computation
- Acquire the ability to solve problems
- Learn the method of deductive proof
- Use logical thinking to discover both generalizations and applications
- Develop the skills and vocabulary essential to future mathematical study
- Develop creativity and curiosity
- Understand the relationship between mathematics and the other academic disciplines
- Understand and appreciate the role of mathematics in society.

Below are the topics covered in each of the mathematics courses offered at Hawthorne Academy. The ability of a particular class may dictate some variance from the outline, but it would involve only slight changes. Students with exceptional interest and ability are urged to proceed through the curriculum at a rate that will qualify them for a year of Calculus.

### **Algebra 1/2    1 credit**

- Whole Numbers
- Fractions
- Decimals
- Ratios, Rates, and Proportions
- Percent's
- Units of measurement
- Basic Geometry
- Basic Statistics
- Signed Numbers
- Basic Algebra

### **Algebra I    1 credit**

- Introduction to variables
- Real number axioms
- Linear equations and inequalities in one and two variables
- Graphing in the plane
- Operations with polynomials
- Factoring Laws of exponents (including negative exponents)
- Rational expressions
- Linear and quadratic functions
- Irrational numbers
- Quadratic formula

**Geometry 1 credit**

- Angles in the plane
- Parallel and perpendicular relationships
- Congruent triangles
- Quadrilaterals and regular polygons
- Similar triangles
- Special triangles
- Circles and angles in circles
- Constructions and loci
- Coordinate geometry
- Areas of polygons and circles
- Deductive proof and applications to three dimensions emphasized throughout
- Trigonometry of right triangles
- Laws of sines and cosines

**Algebra II 1 credit** prerequisite Algebra I

- Real number axioms
- Linear equation and inequalities in 1, 2, and 3 variables
- Linear systems
- Quadratic equations and functions
- Irrational numbers and radical expressions and equations
- Complex numbers
- Techniques for solving polynomial equations
- Exponential functions, equations, and properties
- Logarithmic functions, equations, and properties
- Rational expressions including negative exponents
- Rational expressions and equations

**Precalculus 1 credit** -prerequisite Algebra II

- Functional analysis including composition and inversion
- Polynomials with factor theorem and rational roots theorems
- Exponential and logarithmic functions
- Trigonometric functions and their inverses
- Trigonometric identities and proofs
- Advanced triangle trigonometry
- Sequences and series
- Mathematical induction

### **Calculus 1 credit - Prerequisite Precalculus**

- Limits and continuity
- Derivatives of algebraic functions
- Chain Rule, implicit differentiation
- Applications in curve tracing, related rates, and max-min problems
- Mean value theorem
- Integration
- The fundamental theorems of calculus
- Applications in areas and volumes
- Calculus of circular functions
- Methods of integration-substitution
- Approximating integrals by rectangles or trapezoids
- Analytic solution of variable-separable differential equations

### **Science**

Science education for our students will provide them with science process skills, scientific concepts, and those resources necessary for the development of scientific literacy. The curriculum is presented in a hands-on approach and is appropriate for the developmental level of all our students. The purpose of the curriculum is to encourage and develop an appreciation of science and the enjoyment of learning.

The scientifically literate person:

- Understands that the generation of scientific knowledge depends upon the inquiry process and the ability to propose hypotheses;
- Distinguishes between scientific evidence and personal opinion;
- Identifies the relationship between data and interpretation;
- Recognizes the limitations as well as the usefulness of science and technology;
- Recognizes the human origin of science and understands that scientific knowledge is subject to change as evidence accumulates;
- Has sufficient knowledge and experience to appreciate the scientific work carried out by others;
- Continues to inquire and increase scientific knowledge throughout life.

### **Physical Science 1 credit**

This course is an exciting introduction to the world of physics and chemistry. It provides an essential foundation for subsequent science courses. Areas covered include electricity, magnetism, chemistry, thermodynamics, sound, light and waves. Foundational laboratory skills will develop with demonstration and laboratory work.

### **Biology 1 credit**

This course is intended to increase the student's awareness of the relationships between scientific thought, current knowledge in biology, and everyday living. In addition, there is an emphasis on helping students become biologically literate through encouraging the scientific method and a spirit of inquiry about the living world. Topics to be covered include basic biological chemistry, cell structure and function, metabolism, Mendelian and molecular genetics, DNA, systems of the human body, and other related topics. A variety of assignments including laboratory investigations, projects, papers, and reviews of current issues in biology will assist students in understanding the major concepts being covered.

### **Chemistry 1 credit**

Chemistry is designed to introduce students to the relationships between the composition and structure of matter and the ways in which matter "behaves." Students completing Chemistry will be familiar with the language of chemistry, the use of the periodic table, the properties of common substances, the principles governing these properties, and a variety of standard laboratory techniques. Emphasis is placed on understanding reactions both theoretically as well as through classroom demonstrations and student laboratory work.

### **Physics 1 credit**

Physics studies the interaction of forces and energy in our everyday lives. Physics will focus on mechanics, electrostatics, and magnetism. The course will begin by learning how to describe the motion of an object and then learn how to apply Newton's laws of motion and conservation of energy to the situation. The course will conclude with electrostatic forces and magnetism. Some of the labs that will be conducted during the year include solving for acceleration due to gravity, projectile motion (cannon) lab, and building and testing DC circuits.

While mathematical relationships will be used throughout the course, the laws of physics and various phenomena will also be described conceptually to help balance the impact of the mathematical component of the class.

Prerequisite: Geometry

Recommended: Current enrollment in Algebra II or higher

## **Technology**

Technology will be made available to Hawthorne Academy students in two ways. Students need access to tools for research, writing, calculation, and presentation. They also need access to technology as a subject of study. The department strives to make technology available in both ways.

The objectives of the ICT curriculum are as follows:

- To make sure all students have basic computer services available, including email, World Wide Web access, word processing, spreadsheet software, and presentation software and the knowledge base to use these programs
- To provide specialized software for classes as needed;
- To otherwise facilitate the use of technology in all areas of study as needed;
- To allow any student to pursue topics in computer science according to individual interest and ability.

### **Information and Computer Technology (Grades 9-12) ½ credit**

This course continues the development of computer science concepts. Course content focuses on use of Microsoft office programs as well as Google Suite's programs. Students will use the skills gained in this course to build their own personal ICT portfolio of work throughout their studies at Hawthorne.

### **Introduction to Computer Programming (Grades 9-12) ½ credit**

Hawthorne Academy's goal in providing computer programming is to stimulate interest, and build basic core knowledge in computer programming. Using the MIT based Scratch program, students will learn how to program using the block format.

### **Introduction to Computer Programming II (Grades 9-12) ½ credit**

This course builds on the skills obtained in Introduction to Computer Programming I. It further discusses procedures, variables, decision-making, loops and nested loops, string processing, lists and their uses in programming. Students are required to solely complete a larger programming project at the end of course as a semester project.

### **Programming in Java I (Grades 9-12) ½ credit**

Java is one of the most widely used computer programming languages. This course teaches beginning skills in Java programming.

### **Programming in Java II (Grades 9-12) ½ credit**

Java II continues to expound upon the skills taught in Java I programming.



## **ICT Graduation Requirements (Portfolio)**

Hawthorne Academy provides students with the opportunity to create, store, and save electronic documents from their core subjects to an e-Portfolio. This e-Portfolio is a way for students to demonstrate effective use of technology and can be used as part of the college application process and for seeking employment. Students who successfully complete all 5 pieces of the e-Portfolio will receive a 0.25 credit on their transcript at the start of their senior year.

Students will submit their documents to their portfolio opened during their ICT course. Work placed in the e-Portfolio will be assessed using a technology rubric specific to the assignment. Students receiving a grade of 65 or better on each e-Portfolio assignment will receive a passing grade. All e-Portfolio work is to be completed by the end of the student's junior year.

## **4.6 World Language**

The purpose of the World Language Department is to teach students the necessary skills to communicate and interact effectively in an increasingly smaller world. The study of language develops the student's ability to compare and connect his or her own way of life to the global community. Learning languages enables students to use their skills beyond the classroom within our diverse community. The World Language Department provides students with the skills to:

- Communicate with confidence utilizing the four essential language skills (listening, speaking, reading, and writing);
- Think logically as they learn the structure of the language;
- Be comfortable taking risks in the language;
- Enrich their vocabulary;
- Enhance their understanding of the culture, language, and literature;
- Prepare them for college-level material;
- Enable them to adapt within a foreign environment using skills learned.

## **Mandarin/Chinese**

### **Chinese I 1 credit**

This course is an introduction to the Chinese language, which primarily includes two parts: Chinese pronunciation (pinyin) and Chinese characters.

Students will be involved in a systematic study of pinyin, Chinese characters, and the basic elements of grammar and sentence structure. Students will practice the four basic language skills through frequent oral drills and a series of communicative activities. In addition, students will be introduced to the history and customs of Chinese culture.

## **Chinese II 1 credit**

Building upon the materials and skills developed in Chinese I, this course puts an emphasis on interpersonal and presentational skills. Students will acquire the ability to carry on short dialogues in a variety of subjects in daily life. Through an intense increase of vocabulary, students will begin to learn basic techniques in journal writing as well as reading and comprehension. Students will also engage in in-depth discussions about Chinese culture and history.

## **Chinese III 1 credit**

This course will focus on interpretative skills in listening and reading materials in various formats (print and media). Students will acquire skills in identifying details and summarizing main points. This class will be conducted mostly in Chinese. Students will work on complex grammar and idiomatic expressions. Student will also research and present one aspect of Chinese culture or history in Chinese.

## **Chinese IV 1 credit**

This course is a fast-paced course. Students will achieve fluency in speaking, listening, reading, and writing in Chinese. Many supplemental materials will be used to widen the scope of vocabulary and grammar. This class will be conducted mostly in Chinese.

## **English as a Second Language ESL I-IV- each 1 credit**

These courses are designed to assist students whose primary language is not English to become more proficient in the English Language. Students will progress based on their current abilities with a goal of being able to achieve a minimum score of 100 on a TOEFL test and to become competent in life skills. Students will also be taken into the community for “real-life” skills involving using the English language.

## **Creative Arts**

Our Heavenly Father has created a world of beauty. Active participation in the arts promotes positive intellectual, emotional, spiritual, and aesthetic development. A challenging, yet caring, environment allows students to develop their talent and skills to their fullest potential. Our program builds confidence and discipline in students, and encourages an appreciation for the artistic contributions of others.

The department seeks to:

- introduce students to the world of the creative arts;
- encourage self-expression through participation in classroom and extracurricular activities in the creative arts;
- promote the ability to listen and perceive, not just to hear and see
- Appreciate the beauty of God’s creation

**Visual Arts:** to include the creation of art toward the realization of self-expression through drawing, painting, sculpture, printmaking, and design, as well as the study of art history to understand, interpret, and appreciate the value of creativity and expression.

**Music:** to include performance opportunities, the development of technical facility, and musicianship in disciplined rehearsal, and an understanding of the history and broad perspectives of musical expression.

### **Art I-IV each ½ credit**

These classes provide students the opportunity to explore different mediums and styles. Students will explore silhouette painting, mirrored painting, 3D drawing, light source drawing, depth perception, self portraits and more. Skills advance through each level of art.

## **Music**

### **Introduction to Music ½ credit**

This class will introduce students to the fundamentals of music, including reading music, understanding rhythm, signature and dynamics notation. Students will learn basic skills playing the ukulele or recorder and solfege.

### **Choir ½ credit**

This choral ensemble will perform two concerts annually and sing for various school events. All Concert Choir members learn the basic techniques of choral singing: breathing, intonation, diction, phrasing, blend, tone, and articulation. While there is not regular homework, students have responsibilities for work outside of rehearsal that enriches their understanding of music in general and choral music in particular. This work is a factor in their grade for the course. Choral classes need an enrollment of at least 3 students for class to be held.

### **Instrumental Ensemble ½ credit**

This course is open to anyone with two or more years of experience on their instrument, or with approval of the instructor. In addition to large group ensembles, there will also be opportunity for small woodwind ensembles, brass ensembles, string ensembles and percussion ensembles based on the student body's musical abilities. Small group ensembles will be filled by audition only and require at least 3 students to create a class.

### **Introduction to Piano/ Flute/French Horn or Trumpet ½ credit**

This is a beginning class in which students will receive group and/or individual instruction on piano, flute, french horn, or trumpet . Students will be taught music notation and correct playing technique. Fundamentals of melody, harmony, articulation, phrasing, and musical structure will be introduced.

## **Health and Wellness**

Today's adolescents face choices and pressures affecting their whole health, the quality of their relationships, and their development as responsible, caring, and educated adults. Health is described as much more than the "absence of disease" and it includes more than being physically fit. It is multifaceted and includes social health, emotional health, intellectual health, physical health, spiritual health, and vocational health concepts. Each of the components in this category work to assist students in living a healthy life glorifying to God. Each division has its own objectives that work to meet the goal of developing holistically healthy individuals.

### **Health ½ credit**

The Health Education Course is designed to impart to students the ability to use analytical and critical thinking, as well as moral character in ways that will enable them to live healthier lives. Students will learn how to access and evaluate information, recognize differences between double blind controlled studies and anecdotal evidence, analyze current and potential life influences, develop refusal skills for unhealthy choices, resolve conflicts with respect, maintain healthy microbes while avoiding unhealthy microbes, handle health emergencies, attain high moral standards, and advocate for positive health choices both personally and for others.

### **Physical Education I-IV ½ credit**

Hawthorne Academy offers Physical Education which provides a foundation of knowledge and skills for numerous sports including tennis, basketball, biking, and cross-country skiing. Hawthorne believes that incorporation of active times during the school day not only strengthens the body but also provides needed physical activity for the students to perform their best in all other areas.

## **Scholastic Progress and Course Selection**

The goal of any high school student in Hawthorne Academy must be twofold: First, to learn and earn credits in a sequence that will result in a high school diploma in four years, and second, to do so in such a way as to be best prepared for the widest range of opportunities upon graduation.

To meet the graduation requirements set by the New Hampshire Department of Education, a minimum of twenty credits for each student are required. In order for a 9th grade student to progress into the 10th grade, the student must have earned at least 5 credits prior to the start of school in September. To progress into the 11<sup>th</sup> grade, a student must have earned 10 credits prior to the start of school in September. To progress into the 12th grade, a student must have earned 15 credits prior to the start of school in September.

Hawthorne Academy does not allow auditing of classes, or the retaking of classes, for the sole purpose of improving a passing grade. Students wishing to accelerate their graduation from the Academy prior to completing eight semesters may not do so without approval from the Director.

## **Grievance Policy**

Hawthorne Academy is committed to providing all members of the school community with a fair process of review in the event of a grievance. This opportunity is available to all staff, parents and students. In the event of a dispute or conflict within the School, the process shall follow the principles found in Matthew 18. It should start with a face to face discussion between the parties and be based upon a desire for resolution and reconciliation (as opposed to a desire for retribution. It should consider factual evidence only, provide fair opportunity for review of all decisions, and be carried out in a manner that enables all parties to retain their dignity regardless of the outcome. The guiding principle is: Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace. (Eph 4:2-3)

The initial procedure for all people concerned that a decision or situation might be unfair, or that it might have been made without full consideration of the facts, is as follows:

- Speak with, or communicate in writing with, the person responsible for the decision, outlining your concern, and requesting a review.
- At any interview which takes place, the complainant may be accompanied by a support person.
- Speak and act respectfully towards each other.
- The facts of the matter should be reviewed, and actions or decisions explained.
- In resolving the matter, the original decision may be confirmed, or a new decision made.
- Confidentiality will be maintained, as far as possible.
- Should the complainant be unwilling or unable to speak with the person responsible for the original decision, they may choose to have the matter directed to the director.
- Should the matter of concern relate to child protection, Child Protective Services will be contacted.

## **Student Grievance**

In the event that a student feels that an action by a teacher is inappropriate, ill-informed or unfair, that student may

- state their grievance to the teacher or another appropriate person, maintaining a respectful attitude at all times.
- Should the student feel that the matter is unresolved, it may then be taken to the Director who may choose to form a committee to investigate the matter. The decision of the Director shall normally be final. Parents/ guardians may appeal to the Director on behalf of their child.

## **Staff grievances**

Staff members should speak with the person directly responsible for the decision or action concerning them. In the event that a satisfactory agreement cannot be reached:

- The matter should be referred to the Director, who may hear the complaint, or decide, if needed, to form a committee consisting of staff members not previously associated with the matter at hand.
- The decision of the Director, or the review committee, is normally final.
- The person making the complaint may appeal the decision to the chief operating officer for the board in writing if still not satisfied.
- The chief operating officer may at his discretion form a committee of relevant persons to seek a resolution
- The chief operating officer's decision is the final decision.

## **Grievance about the Director**

If a staff, student's or parent's complaint concerns the Director, and a satisfactory agreement cannot be reached,

- The matter should be referred in writing to the chief operating officer for the board.
- The chief operating officer for the board may rule on the decision, or may at his discretion form a committee of relevant persons to seek a resolution.
- The chief operating officer's decision is final.

## **Technology Policy**

This policy applies to all students, faculty, and others using computer and communication technologies, whether personally or school owned.

- Use of Hawthorne Academy's network and computer technology resources is a privilege, not a right and should support our mission statement.
- Users are responsible to use information resources properly and to respect the rights of others.
- Users must not access computers, software, data or networks with proper authorization
- Users must not send, view, or download pornography, fraudulent, harassing, obscene, or threatening messages.
- Users must not violate copyright law and must respect intellectual property and licenses to copyrighted material.
- Users must not engage in any activities that could damage or vandalize Hawthorne's information resources or bring dishonor to Hawthorne Academy

## **Statement of Faith**

1. We believe the Bible to be the only inspired, infallible, authoritative Word of God in the original text and the only rule of faith and practice. II Timothy 3:16-17
2. We believe that there is one God, eternally existent in three persons; Father, Son, and Holy Spirit. Matthew 28:19; II Corinthians 13:14
3. We believe in the deity and humanity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His visible return in power and glory. Colossians 1:13-20
4. We believe that the Lord Jesus Christ is the only mediator between God and Man. I Timothy 2:5
5. We believe that all men are lost and sinful, and that salvation is received by the grace of God through personal faith in the Lord Jesus Christ and by the act of regeneration of life by the Holy Spirit. Romans 3:23-26; Titus 3:5
6. We believe in the ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life. Romans 8:9
7. We believe that support and participation in the task of fulfilling the great commission is the responsibility of all believers in our Lord Jesus Christ. Matthew 28:19-20
8. We believe in the spiritual unity of all believers in the Lord Jesus Christ through the power of the Holy Spirit as established in the Bible. John 17:20-23; I Corinthians 12:12-13
9. We believe in the bodily resurrection of both the saved and the lost; they that are saved unto the resurrection of eternal life, and they that are lost unto the resurrection of eternal damnation. John 5:24-25, 28-29
10. We believe that the universe originated by the creative act of God as revealed in Holy Scripture, and that the form of every kind of life was fixed at the time of its creation. Genesis 1:1; John 1:1-3
11. We believe that God created marriage in the beginning, as a blessing for both man and woman, before any sin or rebellion entered the world, and that he created marriage to be between one man and one woman, who enter into a covenant relationship, complement one another, serve one another, and sanctify one another for as long as they both shall live. Accordingly, we reject any attempt to redefine marriage as a union between people of the same sex or as between more than one man and one woman. We believe that the homosexual lifestyle and alternative gender identities are contrary to the Bible. Gen. 1:27-28; 2:15-24; Lev 18:22; Lev 20:13a; Matt 19:4-6; Rom 1:26-27; 1 Cor 7:14
12. We believe that human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all of human life. Psalm 139
13. The statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Hawthorne Academy Christian School's faith, doctrine, practice, policy, and discipline, our Board of Directors is Hawthorne Academy Christian School's final interpretive authority on the Bible's meaning and application.