

HAWK PRIDE



THE VIEW FROM MY WINDOW submitted by Principal Tremblay

Season's Greetings:

In just a few days, EHS will be taking its Winter Break, the longest break we have in the year aside from summer vacation. As a fellow parent, I see this as an opportunity to spend time with family and friends, and get a few things done around the house. Parents often say to me, "By the end of vacation, my kids were getting a bit stir crazy and we were all anxious for school to start up again." Trust me, I have felt that angst with my own children, so with the help of the December 2016 publication of *HIGH SCHOOL YEARS*, I offer the following suggestions to students and families for making the most of their Winter Break:

Refresh a Room...Instead of your child just cleaning up their bedroom and putting away new items over break, suggest they give their room a makeover. Move around some furniture, give the space a new feel, clean out a closet, or maybe even paint an accent wall for personality. A new space can give a student a refreshing outlook for the New Year.

Find a New Hobby...Encourage your student to follow their passions or try something new. Maybe they will start taking yoga, or learn how to decorate a cake, or possibly uncover a hidden talent they want to pursue to redefine their goals in life.

Go Tech Free for a Day...While this seems daunting for some youth, getting off the social media, leaving email, or even turning off their cell phone for an entire day can be very liberating. It makes me wonder how people in our generation survived 20-30 years ago without a cell phone at the ready! Take it to a new level and turn off the TVs in the house and take out the board games for the whole family to enjoy.

Hop on a Sled or a Tube...Find a hill with, hopefully, some snow, and they can recapture the feeling of crisp air on their face and pink cheeks to show for it. While the hike back up the hill can be a downer, there is nothing like the feeling of barreling down a snowy hill without a care in the world.

Lastly, **Do Some Good...**The community is ripe with people and organizations who need support during the holidays and throughout the year. Suggest that your teen check out local service organizations throughout our towns to bring alive their spirit of giving. There is so much need out there and the feeling of volunteering pays emotional dividends beyond any material present.

Whatever your plans or schedule over Winter Break, I hope it includes festive time with family and friends. Encourage your children to make smart decisions and drive or ride safely.

Happy Holidays from my Window to all your homes!

- December 26-
January 2-Holiday
Recess
No School
- January 16—
Martin Luther King
Day—No School
- January 17—19
Mid Term Assess-
ments
- January 20—End
of Second Quar-
ter/First Semester
- January 21—
SAT's
- January 25—SST
Sneak Peek for
EHS



CURRICULUM & ASSESSMENT submitted by Cynthia Freyberger

Course versus Graduation Competencies

For the past decade, high schools across New Hampshire have been talking about competencies. Competencies are learning targets that represent key concepts, skills, and knowledge that are applied within or across content areas. Every course offered at EHS has competency statements, which are common for each section of a course but differ course-to-course. For example, the competencies for World History are the same regardless of who teaches the class, but are different than the competencies for US History. Recent changes to the New Hampshire Minimum Standards for Public School Approval (RSA Ed306) expand the scope of competencies to include graduation competencies.

Graduation competencies define learning expectations for graduation from high school. An SAU 16 graduation competency in mathematics reads: student will apply statistical methods and reasoning to summarize, represent, analyze, and interpret categorized and quantitative data, including addressing authentic applied scenarios. In other words, the high school graduate is expected to mathematically apply, summarize, represent, analyze, and interpret data. These skills are not gained as the result of one class but as the result of multiple classes during a student's K-12 career.

This math competency is supported in Algebra 1 when students demonstrate their ability to choose an appropriate measure of central tendency to describe a set of data. Students in Algebra 2 demonstrate their ability to explain the effect of an outlier to the shape and spread of a data set. In Consumer Math, students demonstrate their ability to mathematically evaluate consumer products and services and, as a result, make informed consumer decisions. These are examples of how courses at EHS prepare students to meet the graduation competency. But, the foundation is set in elementary and middle school math classes.

The addition of graduation competencies has stimulated rich K-12 professional conversations about each grade level's contribution to a student's cumulative body of knowledge. Knowing the final destination helps clarify the steps to be taken along the way. It is a reminder that every class a student completes is important. Each one adds to his or her culminating skills and knowledge in a particular subject.

ENGLISH DEPARTMENT submitted by Dan Violette

The Poetry and Postcard project is a partnership between EHS Freshman English teachers Dennis Magliozzi, Kristina Peterson, Jenn Reilly, Jackie Catcher, Sara Cross, Joel Iwaskiewicz and Dan Violette and Lincoln Street art teacher Deb Wheeler-Bean. For the past several years, Ms. Wheeler-Bean has led her fifth graders through creating hand drawn and photographed postcards that are then shared with students at EHS. The high schoolers are asked to select a postcard that speaks to them in some way and write a poem inspired by the art. For students, the best part of the project comes through the personal letters EHS students write to "their" fifth grader to accompany the poem. The high school students discuss their experience with the postcard and poem and offer advice for the fifth graders as they transition to CMS next year. Many teachers at Lincoln Street School even encourage the fifth graders to write back, which the EHS students love. Last year was a particularly great year with this project because it was the first year some of our freshmen remembered doing this as fifth graders. Postcards and poems are displayed at Lincoln Street School's annual Arts Night each May.

SOCIAL STUDIES submitted by Geoff Simard



On Friday, December 2, Exeter High School's Honors Government class (pictured above) hosted 43 new citizens and their families, representing 23 countries, as they were naturalized during a court ceremony in the EHS auditorium. In attendance were guest speakers Governor Maggie Hassan (pictured above), as well as delegations from Senator Shaheen's, Senator Ayotte's, and Representative Guinta's offices. Participating in the ceremony were Principal Tremblay, delivering the welcoming address, Federal District Judge Landya McCafferty (pictured above) presiding over the court as well as swearing in the new citizens, as well as members of the EHS Honors Choir Amanda Berke, Ryan Day, Molly Dever, and Kevin Ho performing two musical numbers. Also participating were students Kelsey Dunn who delivered a welcome letter to the new citizens, Alicia Wheeler, Katie Cashman, and Jordan Moores leading the Pledge of Allegiance, and members of Honors Government who helped by handing out certificates and ushering guests. Also in attendance were 389 US History and Government students watching the ceremony. The ceremony was a tremendous success as the new citizens raved about the work and dedication shown by our students. Another naturalization ceremony will take place at EHS in April. This effort was spearheaded by teacher Aaron Blais (also pictured above).

SCIENCE Submitted by Tania Knox

Physics Students (Grade 12)

The Physics students are currently working on an extension project based on the "20% Time" model that Google Corporation uses as well as the "Genius Hour" concept that was recently presented at a conference I went to and outlined in AJ Juliani's book Inquiry and Innovation in the Classroom. We have initiated an Invention Convention challenge. Students must create, improve or analyze something that interests them. Many of the topics that students have proposed do indeed have a direct link to the physics concepts that we have covered so far this year, but not all. Some have a somewhat secondary link to physics but the interest is the key to this project. The goal here is to foster the problem-solving skills that so many of our students struggle with. They need to dig into this project and overcome some challenges and frustrations along the way, which will help them prepare for the college level.

By allowing them to choose the project, they have a vested interest in it. Many of the students have realized that they will face stumbling blocks and setbacks along the way. The physics teachers guide and direct, but do not solve the problems for students. It has been successful thus far and the students have embraced this opportunity to work independently and take risks. They are journaling their progress along the way with resources, sketches, models, etc. They have learned about what the engineering process entails: proof of concept, prototype, testing, redesign, final design, and validation. They are not simply "tinkering around" hoping for some success in the end, but they are using a focused procedure to improve their projects.

We are allowing Friday's class time to be dedicated to this project whenever possible. We are not rushing this process. There are both "built" and "non-built" project rubrics to evaluate student work in order to accommodate every type of learner. Not all students are choosing to invent or physically build a product, so there the integration of other subject areas is an added benefit to this project. Students will also use many other factors in these projects like cost analysis, marketing, target audience and safety.

Some examples of projects currently underway are listed below:

- a dance shoe with alternative fabrics to maximize or minimize friction for various styles of dance
- in-depth analysis of surfboard materials, shape and fin style for surfing in NH and proposed improvements in design
- adaptive can and bottle opener for individuals with arthritis
- weighed water skis that will allow the tip to raise above the water when dropped for easier operation
- in-depth analysis on the evolution of bridge design based on truss stress and where designs will lead in the future
- shelving that will automatically rotate fruits and vegetables to minimize soft spots
- development of a ski racer's speed suit that indicates when the racer is in the proper tuck position

Elective Students (Grades 11 and 12)

Forensics students have been enjoying the "blood unit" and students have

- looked at the components of blood under the microscope
- discussed the significance of different blood diseases to forensics
- conducted blood typing to try and solve a crime
- dropped blood (fake) from different heights to look at the effect of gravity and terminal velocity
- looked at impact angles (great trig connection with math), and points of origin.

In Brain and Body, students have been dissecting sheep heads and brains to explore how information from the eyes and nose is transmitted to different regions of the brain.

In Ocean Science, students have been learning about the adaptations of marine life by dissecting sea anemones, clams and dogfish sharks.

Biology Students (Grade 10)

In Biology, students have been designing and performing their own experiments to study how factors like temperature and pH affect enzymes. Students have been using the scientific method to figure out how to isolate the factor they are investigating and control for the other variables in the system. Students set up their own experiments, collected and analyzed data, and now are completing the reporting phase of the project. The reports expand upon their skills gained last year in physical science, but more complexity and improved writing quality are the benchmark for their second year in science.



Pictured above are the participants in a November 22 charity basketball game that pitted EHS vs. CMS and was sponsored by EHS World History/Social Studies classes and the EHS Student Senate. All proceeds from the fundraiser went to purchasing animals for a family in India through Heifer International, a nonprofit organization working to end world hunger. It was a great game with lots of fun. Congrats to CMS for their victory. The final score was 48-47.

WORLD LANGUAGES Submitted by Emily Ellis

On Saturday, Nov 19, 13 Exeter High School students, accompanied by their Latin teacher, Emily Ellis, participated in the 8th Annual Granite State Certamen. Certamen is a classics trivia game. Teams of students (usually two to four per team) compete against each other by responding to questions on the Latin language, Roman history, culture, and mythology. Exeter entered three teams in the Intermediate division (total of 15 teams) and one team in the Advanced division (total of six teams). Exeter made the top three teams in both divisions and played in the final round.



Intermediate: Exeter placed 2nd in the first three rounds; 3rd in the final round

Advanced: Exeter placed 2nd in the first three rounds; 1st in the final round

The participating students are:

Intermediate: Alayna Chichester, Jacob Goodwin, Andrew McElroy, Noah Robinson, Sawyer Rogers, Sophia Rubens, Tyler Silverberg, Barrett Su, and Julia Tennant

Advanced: Michael Clements, Matt McCutcheon, Scott Price, and Weston Su.

Model UN Submitted by Advisor Ryan Hale

On Saturday, December 10, Exeter High School competed against more than 40 area public and private schools at the annual St. John's Prep Model UN Conference. Students were asked to resolve crises spanning the globe, including the Sovereignty of the Ukraine, Global Access to Free Media, Super Bugs, Child Labor Laws, and Access to Clean Water. Model UN delegates are recognized for their skills in diplomacy, as well as their oratory and writing skills. Five Blue Hawk students won such awards, including Michael Clements, Stephan Toth, and Colin Meehan who won Best in Diplomacy, while Eric Schleicher won Best Oratory and Ryan Meehan won Best in Resolution Writing. EHS Model UN hopes to continue their success when they compete in a weekend-long conference at UMass Amherst in March.