

# HAWK PRIDE



Exeter High School Newsletter

October 2017

## **SOCIAL STUDIES DEPARTMENT submitted by Geoffrey Simard**

Social Studies teacher Beth Kaputa was interviewed by the NY times. The NY Times "asked teachers if they would be adding this summer's events in Charlottesville, Va., to their curriculum." Beth Kaputa, along with teachers from all over the nation, discussed how they would weave in the current events and political climate into their curriculums. Below is an excerpt of the article-

"I teach World History to ninth graders in New Hampshire. This year we will expand our discussion of whether conquistadors should be celebrated or vilified by discussing monuments." Kaputa said.

But she isn't jumping right into discussions of monuments as they relate to the events in Charlottesville.

I didn't want to do something in the first quarter because the kids are young and they are coming into a new school." Kaputa was wary of moving into something she said could feel too political too quickly.

She's hoping to move into those discussions in the second semester, when the class will focus on the age of exploration. "Then there will be enough time for the dust to settle to talk about issues and put them in

Regardless of timing, those discussions are not always easy. Kaputa works at a district school in New Hampshire that has students traveling from six small towns which are divided along the political spectrum. "Last year was tricky," she said.

If you would like to read the entire article, follow this link: <https://nyti.ms/2fCLGzB>.

## **ENGLISH DEPARTMENT submitted by Daniel Violette**

Students enrolled in some sections of CP Sophomore English class have spent the first part of quarter one reading the classic novel *Catcher in the Rye* and studying the role of the American teenager. Students are focusing on how teenagers have changed and/or progressed through the generations. In addition, students are comparing Holden's experiences to their own, as well as to those featured in other pieces including *Perks of Being a Wallflower* (novel), "Teenage Wasteland" (short story) and *Rebel Without a Cause* (film). This will all be connected to their final assessment in June which is all about the "American Experience."

---

October 18—Orchestra Concert

October 27—End of Quarter 1

October 28—Senior Social

November 8—Teacher In-Service—No School

November 10—Veterans' Day  
No School

November 22-24-Thanksgiving  
Break-No School

---

## LIBRARY submitted by Kathy Vetter

### STUDENT VS. STAFF READING CHALLENGE!!

#### Student Challenge

The challenge to the **students** is for the entire student body to read a total of **4250** books (that's approximately 2.5 books per student) by June 1, 2018.

#### Staff Challenge

The challenge to the **staff** is for the entire staff (including faculty, administration, office staff, IT department, maintenance, nurses, food services, paras and subs) to read a total of **550** books (again, approximately 2.5 books per staff member) by June 1, 2018.

**In order to sweeten the deal for the students** and to get them motivated, there will be a monthly drawing for a \$25.00 gift certificate to Front Row Pizza. Each time a student finishes a book he/she should print the title, author, and rating for the book on the front of the Leaf Form and his/her name on the back. All Leaf Forms will be collected in the orange box in the library and on a regular basis, we will pull the forms, enter the students' names on a spreadsheet (so we can randomly draw a winner) and hang all appropriate leaves on the branches around the library.

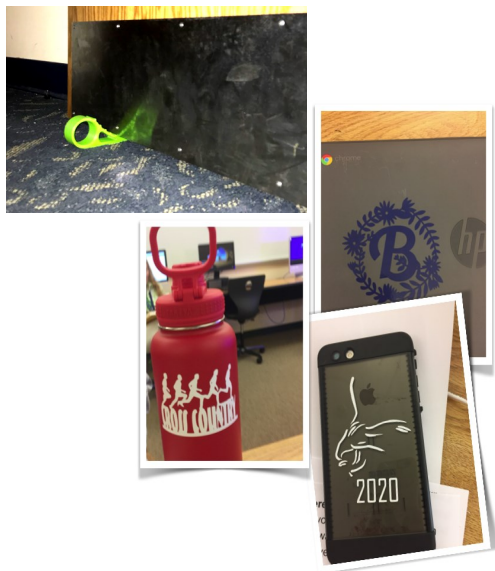
Staff will just need to fill out the Leaves and we'll hang them on the staff branches. Sorry, no prizes for staff!

#### Start Date

Any books that were **finished** after the first day of school onward count. So if you have students who have read several books, let them know that they can fill out leaves for all of those books! More leaves - more chances to win!

### FRESHMAN LIBRARY ORIENTATION AND THE C.R.A.A.P. TEST AND PRIMARY SOURCES

We have had several Freshmen World History classes visit the library over the last couple of weeks to take part in Library Orientation which also includes a web evaluation session and an annotated bibliography lesson. One of the tools we use for the kids to help them evaluate websites is the C.R.A.A.P. test. There are several versions out there, but I like this one from Juanita College because it's a worksheet which asks the students to rate the website by assigning a score of 1-10 to five categories Currency, Relevance, Authority, Accuracy, and Purpose. It really forces them to find out about the website and to determine whether or not they should use it as a resource.



In the new EHS Library Makerspace, we 3D printed six door stops for the auditorium. Previously, we did not have enough stoppers for the inner doors that worked well. Now we do! It was a great opportunity to use our 3D printer to solve a problem. For a printer, we have the Ultimaker 2+. It is available for students and staff to print 3D objects that they have created.

We also had students from literacy lab in to design and cut bookmarks on the Cricut machine. And a few students crafted some original decal designs. We hope that this introduction to the machine will prompt them to use the Makerspace when they have to do school projects.

## **SCIENCE DEPARTMENT submitted by Tania Knox**

In **Biology**, sophomore students have been enjoying getting outside exploring our beautiful woodland trails surrounding EHS. They finished their first collection of observational data about a unique plant from the NH Forest, which they will be following throughout the year. They will also be exploring the role of abiotic factors, such as water and light, on the distribution of plant species in NH forest when they compare the highland and lowland areas with dense and open canopies. The goal is for students to understand that both non-living factors and other plants species (living factors) affect the success of different species of trees and groundcover, while learning some common ecology data collection procedures.

In **Physical Science**, the 9th grade team of teachers will be explaining why small changes in ocean temperature are cause for serious concern by exploring the subject of water's specific heat capacity. This idea touches on the climate change debate and will give students a better understanding of the role oceans play in our climate and the severe weather events we have witnessed recently.

**Forensics** students successfully simulated how bodies decompose by exposing liver to the environment, flies landed on it, laid eggs and we have been watching the development of larvae and pupae. We have hundreds of larvae!!!! This is a very important aspect of working out the time of death for bodies that have been buried or dumped. Using carrion species to estimate time of death is an expanding field called forensic entomology.

**AP Biology** students have explored four different habitats on the school property, highland, lowland, vernal pool and the retention pond. They collected environmental data using vernier probes for total light, UVA and B, the temperature of soil, water and air, CO<sub>2</sub> and O<sub>2</sub> concentrations, air pressure, turbidity, and soil moisture. The data in different locations were used to compare and contrast the 4 habitats. Plankton nets were used in the retention pond and a number of protist and algal species were collected and identified using microscopy skills. These nature explorations are critical to fostering the students love of the environment and was witnessed when they became very excited to discover tadpoles were also collected in the water nets.

## **SPECIAL EDUCATION submitted by Kathi Atwood**

The Organizational Studies program, instructed by Ms. Lisha Rowe has partnered with Preparatory Academy in Houston, Texas (Grade 9). The partnership is two-fold and inline with the Exeter High School Behavior Matrix Initiative. Students will transfer the practice of engagement, respect and acknowledgement with unknown peers using a designated curriculum. Along with group fundraising, the Organizational Studies class will schedule check-in times with one another, develop timelines, (commitment) and realistic intentions (dependability) to outline just a few of the goals for this endeavor.

