

EDUCATIONAL OPPORTUNITY



N.H. STATE PRISON
TREATMENT DIRECTORATE
EDUCATION DEPARTMENT

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1978

EDUCATION DEPARTMENT
HANDBOOK
NEW HAMPSHIRE STATE PRISON

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ACQUISITIONS

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INTRODUCTION

School, what a terrible place! Remember all that homework, the teacher's continual complaints, and all those trips to the principle's office? What a waste of time! More time was spent deciding how to cause trouble and annoy the teacher than in learning what was being taught - the result many, many suspensions and a reason to quit school. After all, who needs all the hassles?

YOU DO!!! If you had trouble reading the above paragraph, cannot read a ruler, do not understand percentage, cannot correctly complete a job or bank loan application and did not complete high school, then school's the place for you!

Each person is individually guided and counseled so the best possible program can be planned for his specific needs. Each person is given the opportunity to improve his academic skills, whether it be reading, writing or arithmetic. School is the place to find direction in life, the place to meet new friends and to learn new ideas. School is the place where you have the opportunity to earn your high school diploma or that General Educational Development (GED) certificate. These provide the means for improving your employability or advancing your education through technical college or school. School provides many benefits and helps you develop self-confidence.

School will give you no "magical formula for success" but it will provide you with the tools needed to function better in society. School is not that dreary work assignment in the dark depths of the institution but a

bright cheery wing with concerned teachers who want to see you improve.
How you use school, or if you use school, is your decision!

OBJECTIVES

The primary function of education programs within the institution is improvement of the whole person. The following explains this in greater detail:

1. To provide an environment that makes learning easier;
2. To train the mind and the character as skills are improved and developed;
3. To meet the needs of each individual using his interests and his needs;
4. To provide the opportunity for each person to strengthen his skills and to become aware of his creative ability;
5. To help the individual learn the skills needed for survival in society;
6. To help each person improve.

ORIENTATION

Orientation will include a general overview of education programs, a Wide Range Achievement Test (WRAT) and distribution of the Education Handbook. This meeting will be held in the south wing of the institution during the reception period. Programs currently offered and those proposed, will be explained and questions answered. Individual attention will be given to each inmate's educational background, his testing results, and his goals. At this time, individual counseling and guidance into an appropriate educational program may occur or plans may be made to discuss the programs at a future date.

TESTING AND COUNSELING

There are a variety of educational tests used by the department that measure the effectiveness of educational programs and aid the counselor in better designing a program to meet the specific needs of each person.

Those tests which may be used for evaluation purposes are:

1. Wide Range Achievement Test (WRAT): This test is designed to provide information in the basic school subjects of reading, spelling and arithmetic.
2. Tests of Adult Basic Education (TABE): Tests developed to measure adult achievement in the basic skills of reading, arithmetic, and language.
3. Slosson Oral Reading Test (SORT): An oral reading test based on the ability to pronounce words at different levels of difficulty.
4. Adult Performance Level (APL) Survey: A self-correcting test that provides a diagnosis of knowledge area strengths and weaknesses. This may be followed up with a specific content knowledge area test.

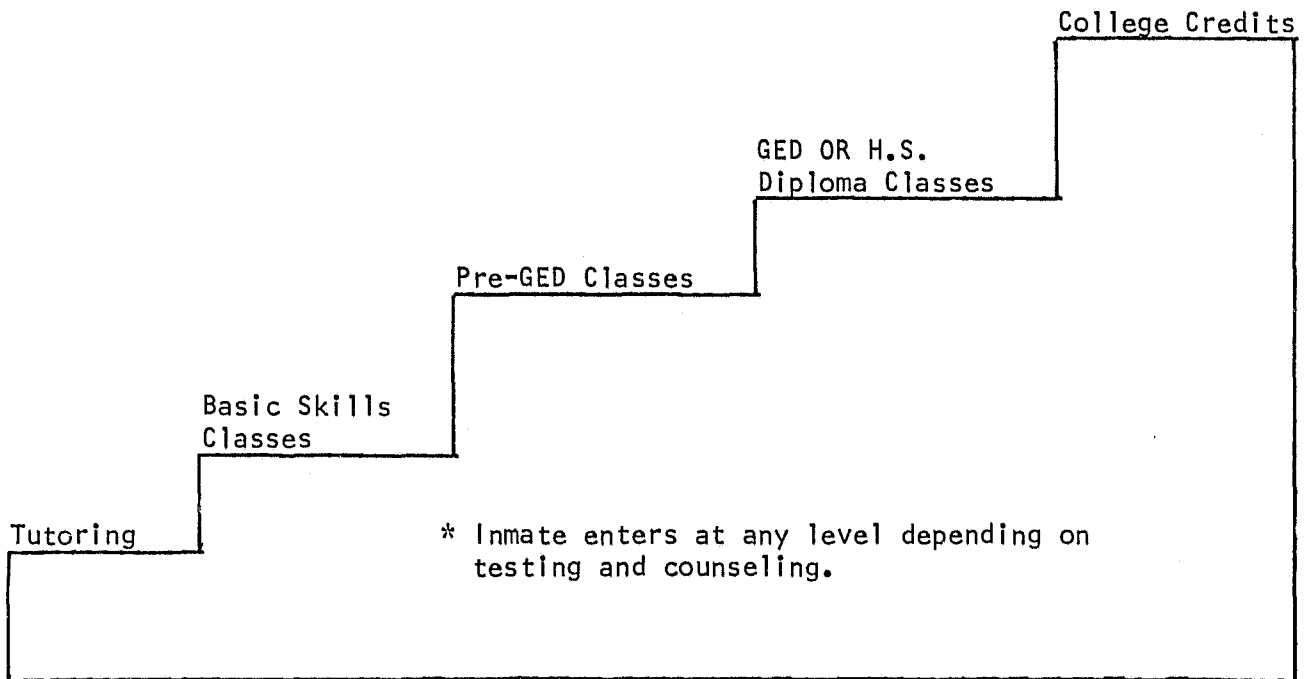
Other tests are given as a service of the department. Those included in this group are:

1. General Educational Development (GED): A 6 hour set of 5 tests in each of the academic areas that allows the student the opportunity to receive a certificate equivalent to a high school diploma. The GED tests are scheduled three or four times a year.
2. College-Level Examination Program (CLEP): These tests allow the student to demonstrate his college level competency and earn college credits by taking tests in specific subjects.

3. Scholastic Aptitude Tests (SAT): A multiple-choice test designed to measure your ability to understand what you read, the extent of your vocabulary, and mathematical questions related to college work.

All tests are given in an attempt to gather information for better individual programming. Every effort is made to assist the student in obtaining classes which will improve his skills and will allow him to complete his GED or high school diploma. Whenever possible, classes are coordinated with specific interests and attention is given toward educational goals for a future career.

STAIRWAY TO SUCCESS *



ENRICHMENT CLASSES

(Available to any student)

1. Yoga
2. Music
3. Art
4. First Aid
5. Poetry
6. Creative Writing

PROGRAMS

A variety of educational programs are offered each designed to meet the special needs of each student and directed at improving his academic skills, self-esteem, and confidence. Prior to admission into classes each individual is counseled and guided into the best program for his needs.

- A. Tutoring: A person needing individual attention in learning to read or in improving his arithmetic skills, he might be assigned to a tutoring situation. The tutor may either be an inmate assistant who works under the direction and guidance of a teacher or the teacher.
- B. Basic Skills Classes: For people needing help in the basic skills of reading, writing and arithmetic. Class size is usually limited to six people and participation by the student in the number of classes attended may be limited.
- C. Pre-GED Classes: Designed for people needing more practical knowledge in the skill areas but not yet ready for more advanced GED or high school diploma work.
- D. General Educational Development (GED): Classes designed to fulfill the needs of people desiring their GED.
- E. High School Diploma: In order to qualify for a Merrimack Valley High School diploma, students must meet the following requirements:
1. To meet the requirements established by the State of New Hampshire, all students must successfully complete the following Credits:

a. English - 4 credits	c. Mathematics - 1 credit
b. Social Studies - 2 credits (one of which must be U.S. History)	d. Science - 1 credit
 2. Seventeen credits are required for graduation. Students may have completed some of these requirements while enrolled in a regular high school program. Such credits will be applied toward the required eight credits outlined above. The remaining required courses must be completed by participation in the appropriate courses offered by the New Hampshire State Prison Education Department.

3. The remaining nine credits may be electives taken in the New Hampshire State Prison school program or previously taken in regular day school. In addition, elective units may be granted for non-high school experiences as outlined below:
 - a. Correspondence schools
 - 1) A maximum of two credits may be accepted from correspondence schools.
 - b. Military
 - 1) One credit will be granted for military service of not less than two successive years resulting in an Honorable Discharge or Separation. One credit will be granted to those who have spent a minimum of six years in the National Guard and hold an Honorable Discharge.
 - c. "Test Out"
 - 1) Adult students may test out in a maximum of two subject areas to earn two high school credits. Students should choose subjects areas in which they have had practical experience, or prior course work. (Suitable examinations in the particular subject area will be prepared by a specialist in that field.)
 - d. Trade Schools, Business Schools
 - 1) A maximum of four credits may be accepted from Trade and Business Schools.
 - e. Work Experience
 - 1) One credit will be awarded for three consecutive years of work experience in no more than one occupation or family of skills, and two credits for successful work experience of five years or more in length in no more than two occupations.
4. Minimum Standards for all students enrolled in the high school diploma program will be an adult proficiency in reading, writing, and speaking as determined by:
 - a. To receive sophomore English credit, students will take basic writing and skillful writing. A competency exam in basic English usage will be given at the end of these courses. Those not passing the courses will repeat the courses until they have a passing grade in order to graduate.
 - b. To receive junior English credit, all students must take World of Work I.
 - c. All students will demonstrate their ability to compute by taking a test of mathematics competency. This test will measure 15 basic math skills in addition, subtraction, multiplication, and division of whole numbers, fractions and decimals plus the ability to work with percentages (%).
 - d. Each student will complete the prescribed course of instruction in the history, government and Constitution of the United States.
5. Students will be required to pay a minimum fee of \$5 for the diploma

Minimum Requirements for Class Standing: In order to be classified as a sophomore a student must have completed a minimum of three credits.

To be classified as a junior, a minimum of seven credits.

To be classified as a senior, the balance of credits needed to graduate.

- F. College Credits: For people who have attained their GED or high school diploma and wish to continue their education, courses are offered by the State University Systems and the New Hampshire Technical Institute.
- G. Satellite Programs: Special classes have been established for those inmates housed in Protective Custody and the Maximum Security section of the institution and at the Minimum Security Unit. In each location students are individually instructed in any of the curriculum areas.
- H. Correspondence Courses: A limited number of correspondence courses are offered to people housed in the restricted areas of the institution (Protective Custody and Maximum Security). Under certain circumstances, they will be offered to others.
- I. Closed-Circuit Television: The addition of an internal closed circuit television system, allows inmates the opportunity to receive instruction in a variety of related school subjects at times other than during the working day. This program is in the developmental stages but is expected to greatly improve the education department's services.
- J. Enrichment Classes: Classes for the interest of the population and for aesthetic value are offered between 3-4 p.m. or in the evening. These might include yoga, creative writing, poetry, art, first aid, music, etc.
- K. Inmate assistants: Eligible inmates may apply to and become assistants in the education department. Assistants may be asked to tutor others or conduct a class in their area of expertise. Each assistant will be given certain guidelines to follow and under the direction of a regular classroom teacher. This is a volunteer program.

RULES AND REGULATIONS

Student Responsibilities: Student responsibilities are important. For this reason, the following is a list of student responsibilities:

1. To be punctual for classes with all necessary materials;
2. To present the Educational Passes to the instructor upon arrival to class;
3. To aid in keeping the classrooms and educational areas reasonably clean; i.e., use and empty ashtrays, no yelling out of windows, no writing on furniture and walls, etc.;
4. To remain in the classroom or area, to which you are assigned;
5. To be courteous enough to inform the classroom teacher or Head Teacher if you have a visit, appointment, etc.;
6. To notify the classroom teacher or the Head Teacher if you intend to withdraw from class, have a job change, cell change or status change, etc.;
7. To return to the Education Department, upon your withdrawal from classes, all educational books and/or materials;
8. To be respectful of other teachers and students who may be in class while you are not!
9. To aid in recruitment of other inmates for classes;
10. To assist others, if possible, in their educational pursuits;
11. To comply with the attendance policy.

Attendance Policy: It is the student's responsibility to be in class with his school materials and education pass at the designated time and each time that class is scheduled. He will remain in class until it is over, unless requested to leave, at which time he must return to his work assignment. When entering class, the student will present to the instructor his education pass, which will be returned upon departure.

Excused Absences: Given for visits, medical appointments, counseling, vocational rehabilitation, and other related or justifiable reasons.

Unexcused Absences: All other absences will be considered unexcused. Three absences will result in termination of class participation. After two absences, the student will be reminded of this policy and counseled.

In questions of the type of absence or action to be taken, the Head Teacher will be consulted.

Education Pass:

The Education Pass is a card carried by the inmate showing his individual school schedule. It authorizes the inmate to leave his work assignment for the school area, to participate in classes, and to return to his work or living area following classes.

When an inmate enrolls in a class administered by the Education Department, the Head Teacher will issue the inmate an Education Pass. This pass designates the days and times the inmate is scheduled for classes. The Head Teacher will also notify the work supervisor and the control room that the inmate has enrolled in classes.

The inmate will carry the pass and present it at the appropriate time to his correctional officer or work supervisor. This will allow the inmate to proceed to the school area through the infirmary wing gate. Inmate participation in more than one class will be indicated on one pass. If the inmate should withdraw from one class but continue in another, he will be issued a new Education Pass reflecting his new schedule.

When the inmate presents the pass to the correctional officer or work supervisor, they will verify the inmate's class schedule and allow him to leave his work station. The inmate must not be allowed to leave the work station earlier than five minutes prior to the time he is required to be in class.

When the inmate arrives at the classroom, the teacher will collect the pass and indicate the inmate's arrival time. When the inmate leaves the class, his departure time and the teacher's initials will be entered. The teacher will notify the control room if an inmate scheduled for a class is absent from the class.

Inmates are excused from class for medical appointments, classification or parole boards, and visits. Other reasons for missing classes are unexcused. Three unexcused absences result in termination of class participation.

The Head Teacher will notify the correctional officer or work supervisor at the time classes terminate or at the time an inmate leaves a class. This notification will invalidate future use of the Education Pass for that particular class.

Scheduling: Scheduling of classes is determined by the Head Teacher. Students are enrolled on a basis of need into as many available classes as possible. Most classes have limited enrollment so individual attention may be given to the student needing help. Classes operate on a rotating schedule with most changing every six to eight weeks.

STUDENT AID

Student aid programs are ways the student can be assisted in meeting the expenses for participation in the college program.

Basic Educational Opportunity Grants (BEOG): Basic grants provide gift assistance up to a maximum of \$1,400 per year. The grant size is determined by a formula and the federal government. Applications for the basic grant are available through the Head Teacher's office.

Veteran's Administrative (VA): The VA will pay you while you complete high school, go to college or learn a trade, either on the job or in an apprenticeship program. More information may be obtained from prison officials or the VA representative who visits the institution.

LIBRARY

Goal: The goal of the New Hampshire State Prison library is to support, broaden and strengthen the institution's total program to habilitate and integrate the offender into society. The library endorses the inmate's right to read and thus improve himself through greater self-awareness, understanding of society and government, and vocational skills. To this end, the library program attempts to provide the inmates of New Hampshire State Prison with a full range of library services.

General Library: The BOOK COLLECTION consists of over 6,000 volumes covering a full range of topics and subject matter. Books may be checked out at the circulation desk for a period of two weeks. If you wish to renew a book, simply return it to the library and a member of the staff will restamp it for an additional two weeks.

The AUDIO-VISUAL UNIT consists of two record players, two cassette players, one slide tape viewer, and one filmstrip/cassette viewer. The library currently owns 175 record albums and 25 filmstrip/cassette programs. Although audio-visual equipment and materials may not leave the library, inmates may make use of it whenever the library is open.

The PAPERBACK COLLECTION which covers a wide variety of current literature, is shelved on a display rack in the center of the library.

The REFERENCE COLLECTION, located behind the librarian's desk and on the library tables, includes standard reference works in all fields as well as encyclopedias, atlases, and directories. Reference materials must remain in the library at all times.

More than 40 MAGAZINES AND NEWSPAPERS are available in the General Library. Current issues cannot leave the library, however, older issues may be checked out overnight.

In an effort to strengthen the general library collection, the library borrows 100-200 books from the State Library BOOKMOBILE three times per year. Many of these books cover areas of sparse interest, which the library ordinarily cannot afford to purchase for itself.

Services: INTERLIBRARY LOAN makes the resources of libraries throughout the state available to you. Ask for this service when you cannot find the material you want in the card catalog.

PHOTOCOPYING of legal material is provided through the library at a cost of 10¢ per page.

REFERENCE SERVICE is available, at all times. For assistance in locating materials or information, ask a member of the library staff.

Borrowing Materials:

1. Books may be borrowed for a period of two weeks.
2. Only five books will be issued to one person at any one time.
3. Magazines, other than the current copy, may be borrowed overnight.
4. Reference materials, such as the larger dictionaries, encyclopedias, etc., must be used in the library and cannot circulate.
5. Each person receiving a book or magazine will be held responsible for it until it is returned to the library.
6. In order for a book to be renewed, it must first be returned to the library to be restamped.

/LIBRARY SCHEDULE/

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<u>DAY</u>	<u>GENERAL POPULATION</u>	<u>PROTECTIVE CUSTODY</u>	<u>ANNEX</u>	<u>MINIMUM SECURITY</u>
SUNDAY	1 p.m. - 4 p.m.=3 hrs.			9 a.m.-11:15 a.m
MONDAY	5:30 p.m. - 7:30 p.m.=2 hrs.	11:30 a.m. - 12:30 p.m.=1 hr. 1 p.m. - 4:15 p.m.=3½ hrs.		
TUESDAY	3 p.m. - 4:15 p.m.=1½ hrs. 5:30 p.m. - 7:30 p.m.=2 hrs.	11:30 a.m. - 12:30 p.m.=1 hr.	1 p.m. - 3 p.m.=2 hrs.	
WEDNESDAY	3 p.m. - 4:15 p.m.=1½ hrs. 5:30 p.m. - 7:30 p.m.=2 hrs.	11:30 a.m. - 12:30 p.m.=1 hr.	1 p.m. - 3 p.m.=2 hrs.	
THURSDAY	3 p.m. - 4:15 p.m.=1½ hrs. 5:30 p.m. - 7:30 p.m.=2 hrs.	11:30 a.m. - 12:30 p.m.=1 hr.	1 p.m. - 3 p.m.=2 hrs.	
FRIDAY	3 p.m. - 4:15 p.m.=1½ hrs.	11:30 a.m. - 12:30 p.m.=1 hr.	1 p.m. - 3 p.m.=2 hrs.	
SATURDAY	9 a.m. - 11:15 a.m.=2½ hrs. 1 p.m. - 4:15 p.m.=3½ hrs.			

TOTAL HOURS: General Population: 21½ hours
 Protective Custody: 8½ hours
 Annex: 8 hours
 Minimum Security: 2½ hours

COURSE DESCRIPTIONS

English:

1. All GED students must take Basic Writing and Skillful Writing. These are basic grammar in the manner of review and as preparation to the GED tests. These courses would also count as a sophomore English credit for people enrolled in the High School Diploma Program.
 2. It is suggested that all students enroll in World of Work I.
 3. People enrolled in the High School Diploma Program should take World of Work I as a junior English credit.
 4. All students enrolled in the High School Diploma Program can take any of the other courses for their one senior English credit.
 5. All courses numbered I or II are sequential and must be taken in that order. Occasionally an exception may be made.
 6. All courses, regardless of reading content, will include writing, speaking, listening and usage skill tasks.
 7. Students enrolled in the High School Diploma Program must pass and attain four credits in English for graduation.
- A. Basic Reading: A course designed for the student needing remediation or the student who needs a better foundation in basics. Course content to include: audio and visual discrimination, recognizing words through phonics, basic vocabulary, using context to analyze words, introduction to the library
Suggested time span: open-ended.
 - B. Skillful Reading: The continuation of basic reading course for the more advanced remedial student. Course content to include: learning how to derive meaning from written material and basic grammar.
Suggested time span: open-ended.
 - C. Basic Writing (Required for GED): A course emphasizing the basic techniques needed for effective writing of sentences, paragraphs, letters and basic punctuation.
Suggested time span: 6 weeks. 1/2 Credit.
 - D. Skillful Writing (Required for GED): A continuation of basic writing covering the writing of ideas and advanced grammar, parallel construction.
Suggested time span: 6 weeks. 1/2 Credit.

- E. World of Work I: A practical course in the correct way to complete job applications, write business letters and write a resume. The job interview will also be discussed.
Suggested time span: 6 weeks. 1/2 Credit.
- F. Basic Study Skills: A course devoted to improving the basic study skills through use of the dictionary, alphabetizing, following directions, outlining, summarizing, and test taking.
Suggested time span: 6 weeks. 1/2 Credit.
- G. Mass Media: This course is to examine and utilize basic everyday literature; the newspaper, catalogues, tables, directories, the telephone book and labels. Study of magazine editorials, television advertising, news programs, language used in news reporting, leads, critical reading of editorials.
Suggested time span: 8 weeks. 3/4 Credit.
- H. Spelling Tricks: This is directed at learning the methods needed to become a better speller. Also it will deal with the dictionary and its many uses.
Suggested time span: 4 weeks. 1/4 Credit.
- I. Great Mysteries: Study of the mystery for enjoyment reading and as a literary form. Vocabulary, spelling, writing skills, as well as reading skills will be included.
Suggested time span: 6 weeks. 1/2 Credit.
- J. Literature of the Imagination: Study of science fiction for enjoyment reading and as a literary form. Vocabulary, sentence structure, spelling and writing skills appropriate to science fiction will be included.
Suggested time span: 6 weeks. 1/2 Credit.
- K. Introduction to Drama I: An overview of drama including a brief chronological development of the theatre and an in-depth study of a play. Reading skills and vocabulary skills will be taught in relation to the plays studied.
Suggested time span: 6 weeks. 1/2 Credit.
- L. Theatre Workshop II: The art of working on stage with pantomimes as warm-up activities. A one-act play written and acted in by all students will be the emphasis of the class. Skills to include listening and speaking.
Suggested time span: 6 weeks. 1/2 Credit.
- M. Creative Writing: An advanced course for the aspiring writer or for those wishing to learn to write effectively. The research paper will also be covered.
Suggested time span: 6 weeks. 1/2 Credit.
- N. The Short Story and Poetry: In-depth study, discussion and interpretation of short stories and poetry as literary forms. Reading material will be of a more advanced level and writing will include a critical analysis of materials used.
Suggested time span: 6 weeks. 1/2 Credit.

MATHEMATICS COURSE DESCRIPTIONS

1. All GED students must take Fundamentals of Math and either Construction Math or Advanced Math. Students enrolled in the High School Diploma Program should also take these courses or the equivalent.
 2. It is suggested that all students enroll in Consumer Math I and Consumer Math II.
 3. Students enrolled in the High School Diploma Program must pass and attain one credit in math for graduation.
 4. All courses numbered I and II are sequential and must be taken in that order. Occasionally, an exception may be made.
- A. Basic Math Skills: This course is designed to provide the basic foundation needed for the more advanced subjects. It will also provide necessary remediation in the fundamental operations of whole numbers, fractions, decimals, and averaging. Course content to include: reading and writing numbers and Roman numerals, addition, subtraction, multiplication and division.
Suggested time span: 8 weeks.
 - B. Fundamentals of Math (Prerequisite: Basic Math Skills or equivalent): This course continues to provide remediation in basic mathematical operations. The units in this course will supply the necessary fundamentals for many of the anticipated occupational programs. Course content to include: measurement and scale drawing, percentage, graphs and graphing, and interpretation of tables.
Suggested time span: 6 weeks. 1/2 Credit.
 - C. Consumer Math I (Prerequisite: Basic math skills or equivalent): The purpose of this course is to overcome the practical problems of day-to-day living while reviewing fundamental mathematical techniques. Course content to include: budgeting, sales and income taxes, discount shopping, car buying.
Suggested time span: 5 weeks. 1/4 Credit.
 - D. Consumer Math II: A continuation of Consumer Math I, this course will provide more practical applications of mathematical operations. Course content to include: banking services, loans and credit and insurances.
Suggested time span: 5 weeks. 1/4 Credit.
 - E. Shop Math: This course is designed to cover the math required or needed in the shop areas. Math will be related to the various shops and their requirements.
Suggested time span: 4 weeks. 1/4 Credit.
 - F. Construction Math (Prerequisite: Basic Math skills or equivalent): To fulfill the needs of those individuals interested in carpentry, this course will deal with the problems of constructing a house from foundation to roof. It will cover perimeter, area, volume, pricing, etc.
Suggested time span: 6 weeks. 1/2 Credit.

- G. Advanced Math: (Prerequisite : Fundamentals of Math or equivalent)
To provide the fundamentals of algebra needed for successfully passing the GED, this course is offered for the more advanced math student. It will cover the language of algebra, formulas and factoring, equations, exponents, etc.
Suggested time span: 6 Weeks. 1/2 Credit.
- H. The Metric System: To become familiar with the fast approaching "new math", this course will introduce the student to the terminology and operating techniques of the metric system.
Suggested time span: 4 weeks. 1/4 Credit.
- I. Fun with the Calculator: This course is intended to provide an alternate method of computation for the student by training him in the advantages and proper use of the calculator. Specifically intended for the student with learning difficulties, others may enroll.
Suggested time span: 1 week. 0 Credit.

SOCIAL STUDIES COURSE DESCRIPTIONS

1. All GED candidates should enroll in World Geography and at least one Civics-related course. High school diploma students should take these courses for a Sophomore Social Studies credit.
 2. All High School Diploma students should enroll in either Exploring American History or America's Historical Roots for 1/2 Junior credit. They should also enroll in either American Folklore and Legend, Strike, Boom and Bust or The 20th Century for the remaining 1/2 Junior credit in Social Studies. These will satisfy the necessary one credit required for United States History.
 3. It is also suggested that all students enroll in as many as possible of the civics-related courses.
 4. All courses, regardless of reading content, will include writing, speaking, listening and usage skill tasks.
 5. Students enrolled in the High School Diploma program must pass and attain two credits in Social Studies, one of which must be in United States History.
- A. Geography: A course to offer the student an introduction to geographical world regions and the interaction between man and his environment.
Suggested time span: 6 weeks. 1/2 Credit.
 - B. Are You a Citizen?: An introductory look at the relationship between politics, citizenship and government.
Suggested time span: 6 weeks. 1/2 Credit.
 - C. Your Rights - Where Do You Stand: An in-depth look at the Constitution and its impact on your rights.
Suggested time span: 6 weeks. 1/2 credit.
 - D. Law and the Consumer: In this course the student delves into advertising, contracts and credit. Various ways of buying goods and services are also evaluated.
Suggested time span: 6 weeks. 1/2 Credit.
 - E. Crimes and Justice: This course is designed to investigate the legal process, evaluate the seriousness of various types of crimes and to suggest ways to reduce their occurrence.
Suggested time span: 6 weeks. 1/2 Credit.
 - F. Landlord and Tenant: This course is designed to study leases, evictions and housing codes. The student will also examine landlord responsibilities and tenant rights, as well as landlord rights and tenant responsibilities.
Suggested time span: 6 weeks. 1/2 Credit.
 - G. Exploring American History: A course designed to develop an awareness and understanding of critical periods and events in American history, from colonial times to the present.
Suggested time span: 8 weeks. 1/2 Credit.

- H. America's Historical Roots: The background and implications of today's most important domestic issues will be studied. Topics include inflation, political corruption, big business, civil rights, forced busing, criminal justice and pollution.
Suggested time span: 8 weeks. 1/2 Credit.
- I. American Folklore and Legend: A discussion oriented class offering a chronological approach to the lore, legend and folklore of the United States.
Suggested time span: 8 weeks. 1/2 Credit.
- J. Strike, Boom and Bust: A course designed for in-depth study of labor management problems of the 1900's, the prosperity of the 1920's and the Great Depression of the 1930's.
Suggested time span: 8 weeks. 1/2 Credit.
- K. The 20th Century: Students will consider America's most important international problems. Topics include the arms race, trade, space exploration, Communism, fishing rights, national defense and the United Nations. This course is the logical sequence for America's Historical Roots.
Suggested time span: 8 weeks. 1/2 Credit.
- L. Philosophy of Man: The focus of this course is on the thoughts of 20th century philosophers' sages and mystics who have attempted to determine the nature of man and his relationship to the environment.
Suggested time span: 8 weeks. 1/2 Credit.

SCIENCE COURSE DESCRIPTIONS

- A. General Science: A course designed to discuss general science topics and to familiarize the remedial student with scientific basics. News articles and current science findings will be utilized for classroom discussion.
Suggested time span: 8 weeks. 1/2 Credit.
- B. Life Science: A course designed to discuss the life sciences and to familiarize the remedial student with more of the science basics. News articles and current science findings will be utilized for classroom discussion.
Suggested time span: 8 weeks. 1/2 Credit.
- C. The Earth: A course that examines the earth, its atmosphere, and the earth's history. Primarily a general knowledge course.
Suggested time span: 6 weeks. 1/2 Credit.
- D. Machines: Following the guidelines of a general physics class, this will devote much time to the scientific principles of machines and their operations. Electricity and magnetism will also be studied.
Suggested time span: 6 weeks. 1/2 Credit.
- E. Living Things: This course will study living things starting with the cell through more complex organisms in both the plant and animal kingdoms. It will explore current biological findings and important scientific principles.
Suggested time span: 8 weeks. 3/4 Credit.
- F. The Human Body: (Suggested Prerequisite: Living Things) A closer look at the major systems of the body. Health and hygiene, daily life, common diseases and their cures will be studied.
Suggested time span: 8 weeks. 3/4 Credit.
- G. Medical Self-help/Survival: A course focusing on basic first aid procedures and the application of these procedures to real life situations. Included will be a unit on cardiopulmonary resuscitation.
Suggested time span: 6 weeks. 1/2 Credit.
- H. Astronomy: A comparison between the solar system and its neighbors and current astrological findings or beliefs will be the main focus of this course.
Suggested time span: 4 weeks. 1/4 Credit.
- I. Study of Matter: Matter, its composition, structure, and changes in structure will be examined during this course.
Suggested time span: 6 weeks. 1/2 Credit.

END