**Colebrook Academy**

**& Elementary School**

**Program of Studies 2020-2021**

***Curriculum Information and Planning Guide for Students, Families and Teachers***

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**Colebrook Academy & Elementary School**

27 Dumont Street

Colebrook, New Hampshire 03576

(603) 237-4801 or (603) 237-4270

School Website: www.csd.sau7.org

January 2020

Dear Students:

The Program of Studies (POS) has been prepared to assist you in the important process of selecting courses for your high school experience. Please keep in mind both your short-term goals and long range plans as you select courses for next year. Whether you plan to go on to college, on to technical education, into the Armed Services, or directly into the world of work, the courses you select will have a major impact upon your ability to meet the goals you have set for yourself. It is helpful to construct a four-year plan to guide your decisions. In addition to describing classes, the POS provides information about graduation requirements, credits, grades, course levels, weighted grades, career guidance, dual enrollment and other special programs.

Take advantage of the human resources available in order to identify the best possible school program. **First and foremost, it is critical that you discuss the available options with your families.** Your current teachers will make recommendations for the level of content courses they believe would be the best match for your ability and demonstrated performance. Your school counselor, administrators, special education case managers and upperclassmen who you know can also be valuable. **Do not plan your program in isolation!** There are many ways to complete the graduation requirements. **I urge you to take this process of course selection very seriously.**

The **Connecticut River Collaborative** between our school, Canaan Schools in Canaan, Vermont, and Pittsburg High School in Pittsburg will continue for a third year. You have the opportunity to take classes at these schools *in the morning only*. A list of courses are included in our POS and the POS from both of these schools are uploaded on the school’s website under “CE Classes” and then “Mrs. Clogston (7-12 School Counselor)”.

PLEASE NOTE: Because of fiscal and/or scheduling restrictions, (1) all courses described within the POS will not necessarily be offered, and (2) all individual student/family requests may not be met. I will do the best I can to meet requests, but it is possible that some course titles will not be taught, offered when you can take it or course enrollment numbers capped.

I hope you find the Program of Studies easy to use. **Please use the Four-Year Plan Worksheet (located on the last page) to plan out the courses you will take in your four years of high school.** If you have any questions, please contact me at 237-4801 or cclogston@csd.sau7.org.

Colleen J. Clogston, M.Ed

##

## *Principal Asst. Principal 7-12 Asst. Principal PreK-6 Counselor 7-12 Counselor PreK-6*

## *Kim Wheelock Tom Allin Ryan Eames Colleen Clogston Amy Caron*

It is the policy of Colebrook Academy not to discriminate in educational programs, activities, or employment practices on the basis of race, language, sex, age, or handicapping conditions, under the provisions of Title IX of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; and the Education of All Handicapped Children Act of 1975.

If you have a complaint or grievance, contact Tori Smart, Administrative Assistant, SAU #7 Office, 21 Academy Street, Colebrook, New Hampshire 03576. (Tel. 603-237-5571 Ext. 10)

Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education or the Director, U.S. Department of Education, Office for Civil Rights, Region I,

Boston, Massachusetts.

**ACADEMIC POLICIES**

**GRADUATION REQUIREMENTS**

**Total credits needed for graduation: 26**

**ENGLISH**  **4 credits**

English 9, 10, 11 and 12

**MATHEMATICS** **4 credits**

One Algebra credit required of four credits

(A math class must be taken **senior** year)

**SOCIAL STUDIES** **2 1/2 credits**

 U.S. History (1 credit)

 Civics (U.S. and N.H. Government) (½ credit)

 N.H. History (embedded in U.S. History)

Economics (½ credit)

 World History or Geography (½ credit)

**SCIENCE**  **2 credits**

One Biology credit and a

Physical Science credit required

**PHYSICAL EDUCATION** **1 credit**

**FINE ARTS**  **1/2 credit**

**INFORMATION & COMMUNICATIONS**

**TECHNOLOGY**  **1/2 credit**

**HEALTH**  **1/2 credit**

**PERSONAL FINANCE**  **1/2 credit**

**CAREERS** **1/2 credit**

During the 20-21 year this will be addressed during CAP and not offered as a separate course

**COMMUNITY SERVICE** (minimum of 50 hours) **1/2 credit**

**ELECTIVES** **9 1/2 credits**

**COMMUNITY SERVICE PROGRAM (.5 credit) 50 hours required to graduate**

This program will grant one-half credit (.5) to a student who completes fifty (50) hours of community service. This service may take the form of help provided to an elderly citizen, work in a day care center, assistance to a community organization, or any other services performed within the community which are *pre-approved* by the school. *Service may not be performed for a business or a family member, nor will hours be granted for service performed during the school day unless the student has a free block/period.* Students under the age of eighteen (18) are not allowed to use lawn mowers or power tools of any type. If students perceive any dangerous situation whatsoever while performing their community service, they should leave the site immediately and report the incident to the school principal.

The student is responsible for contacting the individual or group to be served to set up a project or choose one of the projects designated by the Principal. The student must pick up a “Parental Consent & Release Form”, as well as a “Community Service Approval Form”, and “Student Log” from the Guidance Office.

The student will record the name of the individual who was assisted and the number of hours spent by the student providing the service on the Student Log. Once the service has been performed, the signature of the individual or group served must be recorded on the student’s log verifying completion of the project. The Guidance Office will collect these logs and maintain accurate records of each student involved in the program. *These hours must be obtained through an approved agency or through a classroom service learning project that is conducted either before or after school hours.*

As soon as the student has completed fifty (50) hours of service, he/she will be eligible to receive one-half credit (.5) toward his/her graduation requirement. *The student does not sign up for this as they would a class at scheduling time, but rather he/she will receive credit upon proof that the fifty hours of community service have been completed. It is strongly suggested that students complete this requirement by the end of the first semester of their senior year.*

*\**Approved spring 2015

**GRADE PROMOTION**

In order to be promoted from one grade level to the next in high school, students must earn the minimum number of credits as specified below. It is important for students to understand that high school grade promotion is based solely on the accumulated number of credits. For example, a student who only earns four credits freshman year will not be promoted to grade 10. Students are usually promoted at the end of the school year; however, students who are not promoted at the end of the school year will be promoted at the end of the first semester if the necessary minimum credits have been achieved.

 Credits Needed

For promotion from Grade 9 to 10 6

For promotion from Grade 10 to 11 12

For promotion from Grade 11 to 12 18

 **For Graduation** **26**

**MAKING UP CREDITS**

The master schedule is created each year to ensure students will be able to take courses in the sequence that is recommended. It is not created to ensure students can make up failed courses. Students who fail a course that is required for graduation have three options in order to make up the course. The first is to retake the course or take a similar section of the course. Students who plan to retake courses should understand that when they fail a required course it may be difficult to make up the credit by simply retaking the class. When students fail a course, they risk extending their date of graduation. The second is to take an online course. The third is to engage in competency/credit recovery (explained later in the POS) with the teacher.

**GRADING SCALE**

Students at Colebrook Academy & Elementary School receive numeric course grades two times a semester. A student’s final course grade is comprised of the average of the quarter grades and the final exam (if given). The following scale is used:

93—100 A 85—92 B

75—84 C 70—74 D

0—69 F (failing)

*Additional Circumstances*

Pass/Fail (P/F): Does not count toward the course count for honor roll

Online courses: Final grade is the only grade recorded; thus does not count toward the

 course count for honor roll

Withdrawn (W): Will have a negative impact on GPA and class rank

Incomplete (I): Two weeks is given to complete the work

**WEIGHTING OF GRADES**

Courses are weighted depending on their degree of difficulty. If a student takes more challenging courses, the grades earned weigh more than the grades in less challenging ones. More information about course levels is addressed later in the POS.

*Advanced Placement & Dual Enrollment Courses:* 5.0 weight

*Honors, Advanced, College Prep:* 4.5 weight

*General, Standard, Basic:* 4.0 weight

**GRADE POINT AVERAGE**

The grade point average (GPA) is based on the letter grade converted to a 4.0 scale. It’s then calculated by averaging the individual course final grade multiplied by the course credit earned. Transcripts reflect both the weighted and unweighted GPA. Because Colebrook Academy & Elementary School weights courses, the weighted scale extends to 5.0.

For example, consider the following courses, their final grades, and how weighting impacts the weighted GPA:

Biology B: final grade of 83 4.0 weight GPA grade of 83

Biology A: final grade of 83 4.5 weight GPA grade of 87

Running Start A&P: final grade of 83 5.0 weight GPA grade of 91

**CLASS RANK**

Grades earned along with the weighting of the course constitute the weighted GPA and are used in determining class rank.

**HONOR ROLL**

In order to be eligible for honor roll, a student must have a numerical grade for at least four classes. As noted in the “Grading Scale” section, pass/fail courses and online courses without quarter grades will not be counted. All grades must be an average of 85 or above with no grade lower than an 80 to be named on the honor roll. For High Honors, all grades must be an average of 93 with no grade lower than an 87.

**VALEDICTORIAN, SALUTATORIAN & HONORS GRADUATES**

In order to be eligible for Valedictorian or Salutatorian, a student must complete a minimum of three years at Colebrook Academy & Elementary School (named Colebrook Academy in 2018-2019 and years before). The Valedictorian is the student who has the highest overall weighted GPA in the graduating class and the Salutatorian is the student who has the second highest overall weighted GPA in the graduating class. **THE VALEDICTORIAN AND SALUTATORIAN, AS WELL AS THOSE WHO WILL WEAR HONOR STOLES AT COMMENCEMENT, IS DETERMINED AT THE CONCLUSION OF THE SEVENTH SEMESTER AND/OP QUARTER #3 (IF FINAL GRADES WERE EARNED) OF SENIOR YEAR.**

**NATIONAL HONOR SOCIETY**

Juniors and seniors are eligible for induction into the National Honor Society based on scholarship, leadership, character, and service. Eligibility for scholarship will be determined by a cumulative GPA of 3.0 on a 4.0 scale. Leadership, character and service will be evaluated by the faculty on a form developed by the Faculty Council. The issue of any member who fails to maintain standards will be dealt with by the Faculty Council.

**COURSE & SCHEDULE CHANGES**

Since a student who registers for a course has made a commitment to complete the course, s/he is expected to do so. **Students should treat their course schedule as a contract**. Schedule changes after the beginning of the school year, or at the semester (or quarter if applicable), will be considered but not guaranteed. The “add/drop” period is limited to the first 5 days after the beginning of a course. Dropping a course beyond this period will result in a Withdrawn (W) and noted on the transcript. See the “withdrawal grades” section for more information on this. Any other requests for a change in schedule require approval from the Principal.

**WITHDRAWAL GRADES**

Students will receive a course grade of “Withdrawn” (W) when they drop a class after “Add/Drop” has ended. Students should know that a withdrawn grade becomes part of their permanent record and is recorded on the transcript. A grade of 0 is calculated in and will have a negative impact on GPA.

**EXPECTED STUDENT COURSE LOAD**

Students at Colebrook Academy & Elementary are expected to enroll in 8 credits per academic year at all times. Individual considerations to waive this expectation require cooperative approval of the Principal, school counselor, case manager (if applicable) and family.

**COURSE SELECTION**

In order for students to make the most appropriate course selection each year, there are a few things to consider.

1. **Ask, “What do I want to do when I graduate from high school?”** It is important for students to think about this question even before they enter high school. As described below, Colebrook Academy & Elementary School offers three course pathways: College Preparatory, General, and Career and Technical Education (through the NH Region 1 Career Center in Canaan, Vermont). It is important to understand that if students are planning to attend or are thinking that they might attend a two- or four-year college, they should take courses designated college preparatory, Running Start (RS), and Advanced Placement (AP) when possible. College preparatory courses prepare students for collegiate-level course work.
2. **Follow the recommended course sequence.** The importance of this cannot be understated. The master schedule changes each year and is created so students can meet their requirements in the year they have been identified to do so. A student who gets out of sequence taking required courses may find it difficult to get needed or desired courses.
3. **Be aware of which courses are required to graduate.** Although the School Counseling Office tracks student progress in earning graduation requirements, students & families should be very aware of which courses are required and where they stand in accumulating those credits. Students can get this information in the School Counseling Office at any time throughout the school year.

**NEW HAMPSHIRE SCHOLARS PROGRAM**

The New Hampshire Scholars Program, a federally funded program, recommends a Core Course of Study to high school students, that give every participating student the advantage of well-rounded, more challenging coursework in English, math, science, social studies and world language. Students who undertake this rigorous Core Course of Study will challenge themselves to do their best work during their high school career and will enjoy a wider range of post-secondary options upon graduation.

By successfully completing more challenging courses, students will be better prepared for successful completion of a post-secondary degree. They will not only increase their chances of success in college and the business world, but also improve their ability to obtain scholarships for post-secondary education, and develop critical thinking skills that are valuable in any career.

Graduation as a New Hampshire Scholar means students will:

* Acquire advanced academic skills
* Develop sound decision-making and critical thinking skills
* Be more prepared for college, and less likely to need costly remedial courses
* Be a stronger candidate for certain types of financial aid and scholarships
* Have enhanced opportunities for placement and future advancement with local and international employers

*New Hampshire Scholars Initiative Pathways*

**All scholars are encouraged to seek experiential learning opportunities & community partnerships/business mentorships**

|  |  |  |  |
| --- | --- | --- | --- |
| NH Scholars**4 years of English****4 years of Math** (Algebra I & II, Geometry and 1 other competency)**3 years of Lab-Science**(Labs chosen from Bio, Chem, Physics, A&P)**3.5 years of Social Studies** (U.S. History, Gov’t, Geog, Business, etc.)**2 years of a World Language** | NH Scholars with STEM Emphasis*Standard NH Scholar track &:***1 additional year of Lab-Science****1 year chosen from Technology, Engineering, Computers, Adv Manufacturing, FACS, etc.****Minimum 3.2 GPA** | NH Scholars with Art Emphasis*Standard NH Scholar track &:***2 years chosen from Visual Arts, Fine Arts, Performing Arts, Music, Graphic Design, etc.****Minimum 3.2 GPA** | NH Scholars with Career Emphasis*Standard NH Scholar track, LESS foreign language &:***Successfully complete an approved NH CTE program****Successfully engage in a WBL experience****Successfully earn 1 college credit, IRC or post-secondary hours** |

**ACADEMIC REQUIREMENTS FOR PARTICIPATION IN ATHLETICS**

The NHIAA requires that a student must pass the equivalence of four full units of work for the preceding quarter. A 45 minute class is equal to 1 unit of instruction and a 90 minute class is equal to 2 units of instruction. NHIAA rules also state that any subject failed during the last marking period may be made up through a credit recovery program. This may be approved by the athletic director and principal on a case by case basis. These individuals along with the school counselor will determine fall sports eligibility based on 4th quarter grades from the previous year. The Colebrook School Board policy states that students will be on academic probation when failing 2 or more subjects per quarter. The Colebrook School District reserves the right to enforce all district policy relating to sports and extracurricular activities.

Students who plan to play Division I or Division II college athletics must register with the NCAA Clearinghouse and meet specific qualifying requirements. The Clearinghouse issues a preliminary certification report to the college once all materials have been submitted. After graduation, the Clearinghouse reviews the final transcript to make a final certification decision according to NCAA standards. To be certified by the Clearinghouse, each graduate must earn a GPA of at least a 2.0 in the core classes listed below and receive a minimum score on the SAT or ACT. Only core courses approved by NCAA can be used to calculate GPA or class rank. The chart below shows minimum core courses.

For more information about athletic requirements for post-secondary athletics, see: <http://www.ncaapublications.com/DownloadPublication.aspx?download=EB17.pdf>

|  |  |  |
| --- | --- | --- |
|  | **Division I** | **Division II** |
| English | 4 years | 3 years |
| Math (Algebra I or higher) | 3 years | 2 years |
| Science | 2 years | 2 years |
| Additional Math, English or Science | 1 year | 3 years |
| Social Sciences | 2 years | 2 years |
| Extra Classes (English, Math, Science SS, World Language) | 4 years | 4 years |
| TOTAL CORE UNITS REQUIREDMINIMUM GPA REQUIRED | 162.3 | 162.0 |

**COURSE LEVELS & OPTIONS**

Colebrook Academy & Elementary School courses are differentiated by the degree of difficulty. This ensures that every student has appropriate and equal access to state and/or national standards in a course which provides them with the maximum intellectual challenge. All of these courses are aligned or in the process of becoming aligned with the Common Core State Standards.

Courses should challenge, but not overwhelm students as learners. Given the different level of courses, students need to be placed appropriately. Course placement assumes ability and prior preparation will allow for success, but student effort is certainly required. **Grades and/or teacher recommendation alone do not determine a course placement or allow for a course or level change**.

*Dual Enrollment/Advanced Placement/Running Start Courses*

These courses require the highest level of ability, motivation and independence. They are college leveland weighted the highest for GPA and class rank.

*College Prep/Honors/Advanced Courses*

Courses require moderate to extensive intellectual development and outside preparation. These courses are designed to prepare students for college and career readiness. Reading levels should be above the nationally-normed median. Students are assumed to be self-motivated. These courses are weighted more when determining GPA and class rank.

*General/Standard/Basic Courses*

Courses are student-oriented and characterized by lively classroom discussion, group projects, and meaningful homework. These classes prepare students for group projects, and technical schools and the workforce.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Dual Enrollment, RS, AP** | **College Prep etc.** | **General etc.** |
| Expectations of the student | The ability to:--think critically--analyze abstract concepts--learn independently--read quickly with significant comprehension of concepts and supporting factsThe commitment to:--sustain outstanding performance for the entire year | The ability to: --think critically--understand abstract concepts --learn independently with some modeling--read quickly with solid  comprehension of main conceptsThe commitment to:--sustain quality performance for  the entire year--actively participate in classThe motivation and interest to:--engage challenging course  material | The ability to:--read and write at grade level--become an independent learner--follow directions and take notes--participate in discussionsThe commitment to:--come to the class prepared to participate--sustained effort on skill improvement--respect others’ contributionsThe motivation and interest to:--possess good organizational skills--ask questions and seek extra help |
| CourseExpectations | --homework is often assigned over weekends and vacations --daily reading assignments--simultaneous long and short-term Projects | --homework is often assigned over weekends and vacations--daily homework is assigned--long and short-term projects | --homework is assigned over weekends with some class time  for practice--more short term than long term  Projects |
| Assessment | --students are asked to apply a  significant body of content knowledge to specific open- ended questions | --students are assessed on both content knowledge and on skills of communication and critical thinking--students are assessed frequently throughout the term--assessments are on a variety of outcomes, e.g. homework,  quizzes, tests, oral presentations,  short and long-term writing  assignments, lab reports, etc. | --students are assessed on  comprehension, application,  synthesis and analysis--assessments are on a variety of outcomes, e.g. homework, quizzes, tests, oral presentations, short and long term papers, lab projects, etc.--longer assignments have  checkpoints--frequent assessments include daily or weekly quizzes,  monthly  tests |
| PacingPacing may change basedon when thecourse isoffered. | --material is covered quickly--students are expected to master the material at key points and  the class does not adjust pace  for slower learners--there is little significant  differentiation in instruction for varying learning styles | --the course is very rigorous and  therefore, fast paced to cover the curriculum--students are expected to master  the material at key points during  the year | --students are expected to master the material at key points during the year, but the pace may vary  depending on the level of  abilities in any given class |
| Level of Independence | --course is directed primarily by  the teacher, but students are expected to do independent work--students and teacher increasingly become partners in the learning process | --course is directed primarily by the teacher, but the students are expected to do independent  work | --course is directed primarily by the teacher--students are expected to move towards independence |

**ADDITIONAL PROGRAM OFFERINGS**

*Career and Technical Education Program*

The Canaan Career Center in Canaan, Vermont is the Region 1 Career & Technical Education Center in New Hampshire and serves Colebrook Academy & Elementary School. It offers a hands-on, project based learning experience to all students. At the conclusion of the two-year programs (scheduled for full afternoons), completers typically accomplishing the following career pathways:

* Engage in a work based learning opportunity through internships, job shadows and more
* Become a more marketable applicant to colleges and employers by earning industry recognized credentials

INDUSTRY RECOGNIZED CREDENTIALS: a verification of a person's qualifications or competence, issued by a third party with the relevant authority to issue such credentials

* Participate in dual enrollment courses that award both high school and college credit through articulation agreements and Running Start

ARTICULATION AGREEMENTS: These are various agreements between the Canaan Career Center and institutions of higher education. These agreements grant post-secondary education credit for the completion of courses at the Canaan Career Center. Below is a list of programs and the post-secondary institutions to which programs are articulated. These agreements are updated often, including adding new ones.

* Acquire industry-ready skills and demonstrate work-ready soft skills
* Participate in Career Development Events (CDEs) and/or Career and Technical Student Organizations (CTSO’s) to make professional connections, attend conferences, and compete against other schools

|  |  |  |  |
| --- | --- | --- | --- |
| **CTE Program** | **Post-Secondary School** | **Total College Credits Earned & Course(s)** | **Industry Recognized Credentials** |
| ADVANCED INTEGRATED MANUFACTURING*Embedded High School Credit* – Math and Careers | White Mountains Community CollegeCommunity College of Vermont |  | Woodworkers Career Alliance, Game of Logging 1-4, OSHA-10, Welding (30hrs), CPR/First Aid/AED, NIMS Machine Level and Conover Workplace Readiness |
| BUILDING CONSTRUCTION & RESTORATION CARPENTRY*Embedded High School Credit* – Science, Math and Careers | Central Maine Community College | Introduction to Hand & Power Tools (1 credit) | Game of Logging 1-4, OSHA-10, EMP, DOT Flagging Certification, CDL Basics Commercial Drivers License, NSTMOP, Welding (30hrs), CPR/First Aid/AED, Building Science Principals and National Center for Construction Education & Research |
| BUSINESS ADMINISTRATION & TECHNOLOGY*Embedded High School Credit* –  | White Mountains Community College | Business Computer Applications (3 credits)Intro to Business Administration (3 credits)Intro to Business Logic & Ethics (3 credits) Accounting (3 credits)Marketing (3 credit)TOTAL: 15 college credits | Microsoft PowerPoint specialist certification, CPR/First Aid/AED, G Suite Certification, Conover Workplace Readiness and Knowledge Matters – Personal Finance  |
| DIVERSIFIED AGRICULTURE & NATURAL RESOURCES*Embedded High School Credit* – Science and Careers | White Mountains Community College | Tree & Shrub Identification (1 credit)Dendrology (4 credits)Forest Resources (4 credits)TOTAL: 9 college credits | Game of Logging 1-4, CDL Basics Commercial Drivers License, NSTMOP, Welding (30hrs), CPR/First Aid/AED and SOLO Wilderness First Aid |
| FIRE*Embedded High School Credit* – Science, Physical Education and Careers |  |  | National Fire Protection Association’s Firefighter I |
| EMERGENCY MEDICAL SERVICES*Embedded High School Credit* – Science, Math and Careers | Northern Maine Community College | EMT (5 credits) | National Registry of Emergency Medical Technicians and Emergency Medical Technician Credential |

*Virtual Learning Academy (VLACS)*

Colebrook Academy & Elementary School students have the opportunity to participate in online courses through VLACS. VLACS is an accredited New Hampshire charter school which operates out of Exeter, NH but is available for New Hampshire residents at no cost; however, Vermont resident who attend Colebrook Academy & Elementary School will have to pay tuition to take VLACS courses. Tuition varies depending on the amount of credit the course is worth. Students have the opportunity to choose from a wide-variety of high school appropriate courses, many of which are not offered in a smaller high school setting. This allows students to tailor their education to specific interests, increasing their preparation for a chosen field of study. Courses must be pre-approved by the school counselor. Students work independently to complete the course requirements and can do so on their own time or be scheduled a period or block of time during the day where they will be supervised by school staff. Grades for VLACS courses are not recorded until the course is completed and a transcript from VLACS is received. The credit awarded will be the same as what’s reflected on the transcript. GPA weighting will be dependent on the course. If it’s an honors course or Advanced Placement course, for example, it will receive additional weight. VLACS course offerings can be viewed at [www.vlacs.org](http://www.vlacs.org).

*Advanced Placement (AP):*

Colebrook Academy & Elementary School has been audited to potentially offer two Advanced Placement courses – English Literature & Composition and Studio Art. The AP program is run by College Board. AP courses are college level courses in a variety of subjects that students can take while still in high school. These courses are rigorous in nature, and often require higher levels of self-motivation. At the conclusion of the course, students take the corresponding exam. Families are responsible to cover the cost of the exam; however, fee waivers are available for students who receive free or reduced lunch and starting in 2020 the state provided a stipend to cover a portion of exam fees. College and universities **MAY** grant placement and course credit to students who obtain high scores on the exam. In 2020 the fee to take the AP exam was $94.

Students may also elect to take AP exams on their own, after studying certain subject matter. They should communicate with the School Counselor who is also the AP Coordinator to register for and order the exam. These students are not eligible for fee waivers or state stipends.

*Dual Enrollment:*

Students have the option of taking certain courses for high school and college credit, concurrently. Upon successful completion of a dual enrollment course, students will be awarded high school credit that will appear on the high school transcript, as well as college credit that will appear on a transcript provided by the participating college that is awarding the credit. The benefits of taking dual enrollment courses are to allow students to experience a college level course while in high school and to reduce the time and cost of earning a college degree. Taking college courses while in high school also provides an advantage over other students applying for competitive programs.

The following are options for students to receive dual credits:

Running Start (RS): Through the Community College System of New Hampshire, the Running Start Program is a partnership between the community colleges and high schools. These courses are taught by our teachers who have been credentialed by White Mountain Community College.

The tuition for a RS course is $150—significantly less than taking the course after graduation on a college campus. New Hampshire residents are eligible for the Governor’s STEM Scholarship, which covers the full tuition of a STEM course. There is also a $75 need-based scholarship that can be applied for. Students can use 2 STEM Scholarships per year. Vermont residents must cover their tuition, and New Hampshire residents who have exhausted their STEM Scholarships must pay their tuition as well. There is a possibility that funds could be available from the school to help with tuition; however, it shouldn’t be planned on. Students must be at least a sophomore and recommended by teachers to take a RS course.

Any student who participates in the RS program should consult with colleges and universities they are considering applying to about transferability of these credits. Every college and university treats the credits differently.

Because RS courses ARE the college’s course, all policies and procedures regarding grading, withdrawal, and special education services are determined by the college. Those students on learning plans must go through the college to receive supports.

In the past, Colebrook Academy & Elementary School has offered the following RS courses. Those with an \* will be offered for the 20-21 year. Others are available through the CT River collaborative at Canaan Schools and/or Pittsburg School.

 Pre-Calculus 4 College Credits

 Calculus 4 College Credits

 Statistics 4 College Credits

 \*Quantitative Reasoning 3 College Credits

 \*Chemistry 4 College Credits

 \*Anatomy & Physiology 4 College Credits

 Accounting 3 College Credits

 \*Business Law 3 College Credits

 \*Physics 4 College Credits

Vermont’s Dual Enrollment (DE) Program: This is a Vermont statewide program for high school students, juniors and seniors, to access up to two college courses with tuition fully reimbursed through a voucher system approved by their high schools. A voucher only covers the cost of tuition (up to four credits). Students are responsible for the Comprehensive Fee and, if applicable, specific lab/studio/program fees. For Vermont students attending Colebrook Academy & Elementary School these courses would likely be completed online. Many colleges and universities throughout the state participate; however, only a few offer DE courses online.

Estart**:** The eStart program is a NH program that is similar to the RS program in that it enables high school students to take community college courses for dual high school AND college credit. Courses offered through the eStart program, however, are 100% online college courses. Students submit registration materials to college registrar offices prior to the college semester beginning and the course ends when the college semester concludes. Only the final course grade is recorded on the transcript. Students can take courses from Southern New Hampshire University, White Mountain Community College, New Hampshire Technical Institute. The cost of these courses is also $150 and STEM courses are eligible for scholarship.

New Hampshire Early College*:*The Early College Program in New Hampshire allows high school students an opportunity to enroll in college credit courses. Students would be integrated into regular college courses that could be applied to a degree or certificate program or transfer to another college. Early college tuition is 50% of the tuition cost for the course plus books and fees. For Colebrook Academy & Elementary School students this could include an online course or an in-person course over the summer.

Vermont Early College:Through the Flexible Pathways Initiative, Vermont's Early College Program (ECP) has made funds available to students accepted into full-time programs that are developed and operated by one of the Vermont State Colleges or an accredited private postsecondary school located in Vermont, and that are approved for operation by the Secretary of Education.

To be eligible, the student must be a Vermont resident and high school senior who is enrolled in a school that is publicly funded. Students must get approval for their participation from their high school Principal or designee in order to assure that the student is academically ready for college courses and to ensure that the high school graduation requirements will be met through college courses.

Students participating in Vermont’s Early College could live on a campus. The family would be responsible for room and board. They could also engage in the year entirely online.

Currently the following VT colleges and Universities participate in the Early College Program: Castleton University, Community College of Vermont, Northern Vermont University – Lyndon, Northern Vermont University – Johnson, Norwich and Vermont Technical College.

*Extended Learning Opportunities (ELO):*

ELOs provide multiple ways for students to learn outside of the classroom and achieve credit toward high school graduation. These personalized learning opportunities are founded on student interest and need, are planned in advance, and can include rigorous content. They offer authentic opportunities for students to collaborate with high qualified teachers and/or community partners to demonstrate competencies outside of a traditional classroom.

ELOs are learning experiences or opportunities, including but not limited to:

Licensed Nursing Assistant (LNA) course Independent Study

Work Based Learning Internship

Job Shadow Mentoring

School Aide Other

**COURSE SEQUENCE**

Below is a recommended sequence in which to take courses during each year of high school. It is important to follow this sequence as closely as you can for the following reasons:

1. **Graduation within four years:** The course sequence is designed to help students understand which required courses they need to take and in which year they should take them. If a student fails a course, it can be difficult to make the course up the following year. The master course schedule changes each year and is created so that students can meet their requirements in the year they have been identified to do so. A student who gets out of sequence taking his required courses may find that he is not able to retake a failed course the following year because it is only offered at a time during the school day when he is required to take something else.
2. **Preparation for Post-Secondary Education:** The course sequence also makes suggestions regarding additional courses to take in order for students to be prepared to enroll in a two- or four-year college program when they graduate. Although the majority of a student’s required coursework is completed within the first two years of high school, students should not take a “light’ course load for their last two years. Many colleges are finding that students who do not take challenging courses during their junior and senior years are not as well prepared for the rigors of post-secondary education. Some schools are not accepting students who take light course loads in their last two years of high school or are having students take pre-placement tests and/or take pre-college courses at the college to increase their skill levels. Plan ahead!

The following course sequence is a recommendation students can use as a point of reference, though some of the actual requirements may differ.

***Freshman Year***

English 9 **(required)**

Math – Math Skills or Algebra I or Algebra II or Geometry for students who took Algebra I in 8th grade **(required)**

Science – Physical Science or Biology **(required)**

Social Studies – ½ credit Civics **(required)** and ½ credit Geog or World History **(required)**

Information & Communications Technology **(required)**

Health **(required)**

Physical Education **(required)**

World Languages – Spanish I

Fine Arts – Art, Chorus, or Band **(required)**

Electives – Consumer Science, Tech. Ed., etc.

***Sophomore Year***

English 10 **(required)**

Math – Algebra I, Algebra II or Geometry **(required)**

Science – Biology or Physical Science **(required)**

Social Studies – Economics or Consumer Education **(required)**

Physical Education--**(required)**

World Languages – Spanish II

Electives – Fine Arts, Consumer Sciences, Technology Ed., etc.

***Junior Year***

English 11 **(required)**

Math – Algebra II, Geometry or RS Pre-Calculus **(required)**

Science – RS Chemistry

Social Studies – U.S. History **(required)**

World Languages – Spanish II

Electives – Fine Arts, Consumer Sciences, Technology Ed., etc.

*Personal Finance is a requirement for graduation and should be scheduled during the Junior or Senior year.*

***Senior Year***

English 12 **(required)**

Math – Career Math, RS Pre-Calculus, RS Calculus, or RS Statistics **– (required)**

Science – RS Chemistry, Physics or RS A&P

Social Studies – Sociology

World Languages – Spanish III

Electives – Fine Art, Consumer Sciences, Technology Ed., etc.

Careers—**(required)***Personal Finance is a requirement for graduation and should be scheduled during the Junior or Senior year.*

***CAREER CLUSTERS***

“What do you want to do when you leave high school?” If you ask a lot of high school students that question, you will get a lot of different answers, but the one you hear most often is, “I don’t really know.” Many students want to go onto some kind of post-secondary education such as attending a four-year college or university or a two-year community college, but are not sure what they want to study. Some want to go into the military and others are ready to join the work force. There are so many different options, but how do you decide which one is right for you? The Career Cluster information included in the Program of Studies can help you make some of those decisions by showing you the type of courses you can take in high school to help you make decisions about what kind of career you would like in the future.

**WHAT IS A CAREER CLUSTER?**

A **Career Cluster** is simply a group of related careers or jobs. Nationally, there are sixteen different Career Clusters that cover practically every career and job available. See diagram below.

**WHO BENEFITS FROM USING THE CAREER CLUSTERS INFORMATION?**

Everyone does. Whether you decide to go to college first or go right into the workforce, using the Career Cluster information can help ALL students make informed decisions about what career area they want to pursue, what high school courses they should take and what kind of post-secondary education they will need to pursue after high school.

**WHAT KIND OF INFORMATION WILL I FIND ON A CAREER CLUSTER PAGE?**

Each Career Cluster page will give you the suggested courses that you should take during your 8th, 9th, 10th, 11th, and 12th grades to help you be prepared to go into your chosen Career Pathway. These classes are based on what Colebrook Academy & Elementary School offers on a regular basis. If you want more information on any of these pathways, please visit [www.education.nh.gov/career/career/career\_clust.htm](http://www.education.nh.gov/career/career/career_clust.htm) and choose the High School Plans of Study for all clusters, or please stop by the school counseling office and talk.

For more information visit the Department of Education website at

[www.education.nh.gov/career/career/career\_clust.htm](http://www.education.nh.gov/career/career/career_clust.htm)



**AGRICULTURE, FOOD, AND NATURAL RESOURCES CAREER CLUSTER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Paths** | **Certificate Program** | **Two-Year College** | **Four-Year College** |
| Agriculture and Animal Management,Production and Operations | Agribusiness, AgricultureProduction, Equine Studies | Animal Breeding, AnimalSciences, Equine Studies, VetTechnician | Animal Health & Nutrition, Pre-Veterinary, AgricultureEngineering |
| Agriculture Science Processes & Support Services |  | Agriculture Science | Soil Sciences, Agricultural Science, Agricultural Engineering |
| Conservation and Natural Resources |  | Forestry, Nat. Resources Mgt | Forestry, Conservation/ Renewal Resources Mgt.,Natural Resources Mgt. |
| Horticulture, Landscaping &Groundskeeping | Horticulture Services, Landscape Management | Plant Pathology & Physiology,Landscape Management | Landscape Architecture, Horticulture Science, Plant Pathology & Physiology |
| Power, Structural and Technical Systems | Mechanics, AgriculturalMechanization | Mechanics, AgriculturalMechanization |  |

**ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS CAREER CLUSTER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Paths** | **Certificate Program** | **Two-Year College** | **Four-Year College** |
| Audio/Visual Technology |  | Technical Computer Support,Audio Systems Technician | Digital Media |
| Journalism and Broadcasting |  |  | English, Journalism, Desktop Publishing |
| Performing Arts |  |  | Dance, Theatre, Music, Set Design |
| Printing Technology | Website Design, WebmasterTechnology |  | Desktop Publishing |
| Telecommunications Technology |  | Broadband Networking,Communications Tech. |  |
| Visual Arts |  | Floriculture, Interior Design | Graphics Design & Printing, Commercial Design, Fine Arts,Floriculture |

**ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Paths** | **Certificate Program** | **Two-Year College** | **Four-Year College** |
| Construction | Building Construction,Electrician, Plumbing | Building Construction,Construction Mgt.Construction Science |  |
| Maintenance and Operations | Heating, Ventilation, AirConditioning (HVAC) | Heating, Ventilation, AirConditioning (HVAC) |  |
| Design/Pre-Construction | Drafting, Computer AidedDrafting, Computer AidedMachining, Landscape Design | Computer Aided DraftingComputer Aided Machining,Surveying Technology,Landscape Design | Architecture, ArchitecturalTech. Engineering, CivilEngineering, Electrical Engineering, EnvironmentalEngineering, Landscape Architecture, Mech. Eng. |

**BUSINESS MANAGEMENT & ADMINISTRATION CAREER CLUSTER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Paths** | **Certificate Program** | **Two-Year College** | **Four-Year College** |
| Admin. & Information Support | Adm. Assistant, Word Processor | Office Manager, Data EntrySpecialist | Business Administrationand Management |
| Business Analysis |  |  | Cost Analysis, Investment Analysis (master of Business Administration required) |
| Business Financial Management and Accounting | Accounting | Accounting | Accounting, Financial Mgt. |
| Human Resources | Human Resources Mgt. | Human Resources Mgt. | Human Resources Mgt. |
| Management |  |  | Chief Financial Officer,Controller, Hospital Mgr.Risk Manager |
| Marketing | Wholesale/Retail Buyer, WebDesigner |  | Advertising, Marketing |

**EDUCATION AND TRAINING CAREER CLUSTER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Paths** | **Certificate Program** | **Two-Year College** | **Four-Year College** |
| Administration & Administrative Support |  |  | School Administration (requiresPost-graduate study) |
| Professional Support Services |  | Alcohol & Addiction Counseling,Speech/Language PathologistAssistant | Guidance Counselor (requirespost-graduate study), Speech/Language Pathologist |
| Teaching and Training | Early Childhood Education | Early Childhood Education | Art Education, Early ChildhoodEducation, Elementary Ed., Health Ed., Mathematics Ed., Music Ed., Physical Education, Special Ed., World Language Ed. |

# HEALTH SCIENCES CAREER CLUSTER

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Paths** | **Certificate Program** | **Two-Year College** | **Four-Year College** |
| Biotechnology Research & Development | Biotechnology, Bio-processing,Pharmacy Assistant  | Research Asst., Pharmacy Technician | Pharmacist, Biostatistician (requires post-graduate study) |
| Diagnostic Services | Phlebotomy, Medical Lab Technology | Medical Lab Technology, Diagnostic Medical Sonography | Pathology, Genetics,Radiologic Technology, Clinical Hematology &Immunohematology |
| Health Informatics | Medical Coding, Office Technology | Office Technology, Medical Billing, Medical Transcription | Hospital Administrator and Health Care Administrator(requires post-graduate study) |
| Support Services | Dietary Technician |  | Biomedical Sciences/Technology, Nutrition |
| Therapeutic Services | Massage Therapy, LicensedNursing Assistant (LNA), EMT | Respiratory Therapy, Nursing,Surgical Technology, Dental Hygiene | Physician (requires post-graduate study), Physical Therapy, Occupational Therapy, Nursing, Athletic Training, Speech/Language Therapy |

**HOSPITALITY AND TOURISM CAREER CLUSTER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Paths** | **Certificate Program** | **Two-Year College** | **Four-Year College** |
| Lodging Mgt. & Services | Hospitality Mgt. | Hospitality Mgt. | Hotel & Resort Mgt., Marketing, Advertising, Hospitality Admin.  |
| Recreation, Amusement &Attractions/Property Mgt. | Horticulture Services,Landscape Mgt., Small EngineMechanics | Horticulture Services, LandscapeMgt., Small Engine Mechanics | Landscape Architecture, SkiResort Mgt., Adventure-basedRecreation, Outdoor Recreational Mgt., Turf Mgt. |
| Restaurant, Food & BeverageServices | Culinary Arts, Beverage Services | Culinary Arts | Culinary Arts, Restaurant &Food Service Mgt. |
| Travel & Tourism Services | Travel & Tourism | Travel & Tourism | Travel & Tourism, ConventionManagement |

# HUMAN SERVICES CAREER CLUSTER

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Paths** | **Certificate Program** | **Two-Year College** | **Four-Year College** |
| Consumer Services | Real Estate, Customer Service, Sales | Accounting, Business | Accounting, Business Admin.,Financial Planning |
| Counseling & Mental Health Services | Addiction Counseling | Addiction Counseling, CareerCounseling | Psychologist, Mental HealthCounselor, School Counselor, Social Worker (all require post-graduate study) |
| *Early Childhood Development & Services* | Childcare Assistant, Parent Educator, Teacher Assistant | Early Childhood Education, Early Childhood Admin. | Early Childhood Education |
| Family & Community Services | Human Services | Human Services, Gerontology,Behavioral Science | Rehabilitation Services, Grief Counseling, Social Services Worker (requires post-graduate study) |
| Personal Care Services | Cosmetology, Mortuary Science | Mortuary Science, Personal Fitness Trainer |  |

**INFORMATION TECHNOLOGY CAREER CLUSTER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Paths** | **Certificate Program** | **Two-Year College** | **Four-Year College** |
| Information Support & Services | Oracle Certification, MicrosoftDatabase Administration | Technical Support, Desktop Support Specialist | Information Science |
| Interactive Media | Web Design | Geographic Information Systems, Web Design | Multimedia Communications, Graphic Design |
| Network System | Cisco Systems Networking, Network Administration, PC Support Specialist | Cisco Systems Networking, Network Administration, PC Support Specialist |  |
| Programming/Software Engineering | Microsoft Certified Solutions Developer | Interactive Simulation Computer Science | Computer Science, Information Science, Operating Systems Design |

**SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS CAREER CLUSTER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Paths** | **Certificate Program** | **Two-Year College** | **Four-Year College** |
| Engineering & Technology | CAD Technician, CAM Technician, Machine Tool Certificate, Machine Tool Technology, Production & Inventory Control | Aviation Operations, Computer Science, Computer Engineering Technology, Civil Engineering, Computer Science Programming, Electronic Engineering Technology, Mechanical Technology, Mechanical Engineering Technology, Waste Water Treatment | Aerospace/Aeronautical Engineering, Civil Engineering, Computer Science, Electrical/Electronics/Communications Engineering |
| Science and Mathematics |  |  | Archeology, Biology, Chemistry, Genetics, Geology, Hydrology, Mathematics, Meteorology, Pre-Med, Pre-Veterinary Medicine |

**PLANNING A COURSE OF STUDY**

**MEETING COLLEGE ADMISSION REQUIREMENTS**

College entrance requirements may vary, yet follow a rather consistent pattern. In general, most four-year colleges prefer applicants in the top one-third of their class, with a “B” average or better in college preparatory subjects. However, there are many fine colleges that will accept students with average grades who have demonstrated particular skills and/or exceptional qualities of leadership and character.

**4-YEAR COLLEGE REQUIREMENTS**

ENGLISH 4 years

SOCIAL STUDIES 3 – 4 years

MATH (College Prep.) 4 – 5 years

SCIENCE 3 – 5 years

WORLD LANGUAGES 2 – 4 years (most colleges require 2 to 3 years in one language)

ELECTIVES Electives should be taken from those available based upon personal interests and educational goals, i.e. Art, Business, Consumer Science, Technology Education, Music, etc.

**2-YEAR COLLEGE REQUIREMENTS**

ENGLISH 4 years

SOCIAL STUDIES 3 years

MATH 3 – 4 years (Algebra I & II and Geometry – minimum)

SCIENCE 2 – 4 years

WORLD LANGUAGES 0 – 3 years depending upon college/major

ELECTIVES Same as above

**STUDENT SUPPORT SERVICES**

Colebrook Academy & Elementary School’s Student Support Services consists of the School Counseling Department, Special Education Department, Section 504 Rehabilitation Services, Student Assistance Program Counselor, a part-time School Based Clinician and a Registered Nurse.

**SCHOOL COUNSELING DEPARTMENT**

The Guidance Department provides students with a multitude of services and resources for assisting students to develop plans for the future. The school counseling program is committed to focusing on the needs, interests and issues related to student growth as well as to individual development in academic, career and personal/social areas. The counselor provides direct services to students through individual conferences, small group and grade-level group guidance presentations. These presentations include relevant career, college and academic information. Counselors facilitate the transition process for eighth grade students to Colebrook Academy.

*Any requests for student reports and file information should be directed to the Principal’s Office in writing.*

*Requests for transcripts should be directed to the School Counseling Office. Please note that once a student has graduated and reached the age of 18 years, he or she must personally make the request for a transcript either by phone, in writing, or email.*

**SPECIAL EDUCATION**

The Special Education staff provides teacher and/or tutoring in the content areas, support services in classroom and directed academic support times to assist students in developing appropriate study habits. All activities of the Special Education Department are focused upon promoting independence. Students are integrated into the regular education curriculum and extracurricular activities as much as possible. The Department strives to enable all students to become responsible citizens in their communities.

Special education students are offered vocational assessments and individualized vocational plans to help them transition to their communities. Referrals to the Bureau of Vocational Rehabilitation are made when appropriate.

**SECTION 504 REHABILITATION ACT OF 1973**

It is the policy of the Colebrook School District that no otherwise qualified individual with disabilities shall, solely by reason of his/her disability, be excluded from the participation in, be denied benefits of, or be subjected to discrimination under any program or activity sponsored by the School Board. For purposes of this policy and any implementing regulations, an individual with disabilities is a person who:

1. Has a physical or mental impairment which substantially limits one or more of such person’s major life activities, and includes specific learning disabilities;
2. Has a record of such impairment; or
3. Is regarded as having such impairment.

**ACADEMIC SUPPORT**

Students on IEP’s and 504’s will be assigned academic support time with a case manager during the school day as per the IEP or 504. Students will receive ¼ credit per quarter.

**STUDENT ASSISTANCE PROGRAM**

The Student Assistance Program counselor provides counseling, prevention strategies and advice on treatment of at risk behaviors for Colebrook Academy & Elementary School students. Any student, staff member, or parent may refer an individual to Student Assistance. In addition, the Student Assistance counselor provides educational programs for students, staff and families.

**HEALTH SERVICES**

A registered nurse is available to all students to discuss health and personal issues in a confidential setting. The school nurse provides assessment of health concerns (physical, social, and emotional), early intervention, treatment and referral as needed. The school nurse consults with health professionals to provide accurate information to support staff and teachers as needed to meet the needs of the student. The school nurse works to provide a safe and caring environment by reporting safety concerns and doing accident reports in a timely manner.

**STUDENT SERVICES TEAM FOR THE 2020-2021 SCHOOL YEAR:** (Subject to change)

Colleen Clogston, School Counselor Valerie Keyser, Special Education Case Manager

Devon Phillips, School Nurse TBD, SAP Counselor

TBD, School Based Clinician Colleen Clogston, 504 Case Manager

Carrie Martin, Northern Human Services, Delanie Stone, Northern Human Services,

 Case Manager Case Manager

TBD, School Psychologist

**TESTING PROGRAMS**

Below are descriptions of the various assessments that students will have the opportunity to take during high school.

**ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)**

1. This test is given primarily to juniors and seniors who are interested in enlisting in the armed services.
2. The test will be administered to sophomores to take advantaged of ASVAB’s excellent career interest inventory as part of interpreting the test results after students take the test.
3. The ASVAB is usually given at Colebrook Academy & Elementary School in the fall of each school year. There is no charge for taking the ASVAB. For information and practice tests, go to <http://www.military.com/join-armed-forces/asvab/asvabstudy-tips.html>.
4. The ASVAB consists of subtests in language arts and mathematics, as well as in eye-hand coordination, mechanical knowledge**,** and other vocational skill areas.

**N.H STATEWIDE ASSESSMENT SYSTEM (SAS)**

This is a Common Statewide assessment, which measures skills in Science for Grade 11 and is given in the spring. (Replaces NECAP Science)

**STAR TESTING**

Required for grades 9 & 10 - This assessment is used to determine the instructional level for students and to measure academic growth throughout the school year, and from year to year in the areas of language arts, reading, and math. STAR tests are computer-based and adapt to be

appropriate for your child’s level of learning. Each school year, students in grades 9 and 10 will take these assessments in the fall and spring. These formative assessments will provide important data to be used to deliver a more informed level of instruction for your child and his/her peers. More information regarding these assessments can be found at <https://www.renaissance.com>.

**PRELIMINARY SCHOLASTIC APTITUDE TEST/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT)**

The PSAT is offered to juniors each year in mid-October during the school day. The PSAT is essentially a practice test for the SAT. (See below for more information.) Students who take the PSAT will be tested on their aptitude in English/language arts and mathematics. Students who are planning to attend a four-year college should plan to take the PSAT in their junior year. Juniors who take the PSAT will be considered for the National Merit Scholarship Program. This program recognizes those juniors who achieve an extremely high score on the PSAT. When results are received (which is typically in late December, students will be given access to free, personalized SAT prep from College Board). There is a fee to take the PSAT, which is paid by the school. Sophomores can elect to take the PSAT if there are enough tests and will be responsible for the cost. For more information or to review for this assessment go to: <https://www.collegeboard.org/student/testing/psat/about.html>.

**SCHOLASTIC APTITUDE TEST (SAT)**

The SAT tests a student’s aptitude in: English, Reading, Writing, and Mathematics. Student test scores from the SAT are required by most four-year colleges, as well as some two year colleges, as part of their application for college admission. Colebrook Academy & Elementary School is a testing site twice each school year. Registration information is available in the School Counseling Office. Typically students take this standardized test at least twice – once in the Spring of junior year and again in the Fall of senior year. There is a fee for taking the SAT. Fee waivers are available to those who qualify. It is recommended that students prepare for the SAT online through sat.collegeboard.org/practice or Khan Academy www.khanacademy.org. Books are also available in the School Counseling Office and at various bookstores to assist in preparation. It is important to note that preparation should begin well in advance of the actual test. Further information on the SAT and registration information is available at <https://www.collegeboard.org>.

**SAT SCHOOL DAY TEST**

The SAT is now required of all Juniors by the New Hampshire Department of Education. The SAT School day test is paid for by the New Hampshire Department of Education and SAU 7. All Juniors will take the SAT in the Spring.

**AMERICAN COLLEGE TESTING (ACT)**

The ACT measures skills in English, Mathematics, Reading, and Science. The ACT Assessment is designed to assess high school students’ general educational development and their ability to complete college-level work. The tests cover four skill areas: English, Mathematics, Reading, and Science. Students may also choose to take an optional writing test. Student test scores from the ACT are accepted at most colleges and universities in the USA and will be accepted in place of the SAT scores. The ACT scores range from one (low) to 36 (high) for each of the four tests and for the Composite. The Composite is the average of your four test scores, rounded to the nearest whole number. For more information or to register for the ACT, go to <https://www.act.org>.

**COMPLAINTS AND GRIEVANCES**

School staff strives to work with families and students to ensure that all students receive a quality education. If you have an issue of concern with a staff member, try to resolve it with him or her first; in most instances he or she will be able to resolve the situation immediately. If you are dissatisfied with the response, you may contact the Principal directly. Concerns about the Principal’s actions can be brought to the Superintendent and then to the School Board.

**TITLE IX/SECTION 504**

It is the policy of Colebrook Academy not to discriminate in educational programs, activities, or employment practices on the basis of race, language, sex, age, or handicapping conditions, under the provisions of Title IX of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; and the Education of All Handicapped Children Act of 1975.

**COURSE DESCRIPTIONS**

The following are course descriptions for courses offered at Colebrook Academy & Elementary School and are subject to change without notice.

**BUSINESS PROGRAM**

**ACCOUNTING *Level “B” one credit Open to Grades 10-12***

***Prerequisite: Information Communication & Tech.***

***This has been offered as a Project Running Start course (3 college credits)***

Accounting provides the student with an understanding of the basic principles of the accounting cycle as it applies to the records of individuals, business and government. The student follows through the transactions of the business to the preparation and interpretation of the financial statements and supporting data.

**RS BUSINESS LAW *Level “A” 1 credit Open to Grades 10- 12***

***Project Running Start Course (3 college credits)***

**CAREERS** ***Level “B” 1/2 credit Open to Grade 12 only***

***Required for graduation***

***For the 20-21 year this will not be run as a class; rather, the content will be addressed during CAP***

The Careers course is designed to increase awareness, understanding, and acceptance of personal interests, abilities, personality characteristics, values, and lifestyles. Comprehensive coverage takes students through an overview of the changing labor force, an understanding of the rapidly changing job market, self-analysis and personal decision making; finding the right career; preparing college and job applications, resumes, cover letters, and interviewing; for ongoing career and personal success.

The final exam for this course will be a project-based assignment.

**COMPUTER SKILLS SEMINAR** ***Level “B” 1/2 credit***

This will be a course designed to reinforce the students’ knowledge of the following: review of the school’s operating system (opening software applications), review of file management (managing files, data storage and retrieval), and software applications. Students will review Basic Word Processing, Spreadsheet Applications, Presentation Software, and Internet Exploration.

**ICT *Levels “B” 1/2 credit Primarily taken in 9th grade***

***Required for graduation***

Information & Communication Technology is a required course where students will develop their ability to effectively use technology to enhance their communication skills. Students will use a variety of programs such as: Microsoft Office Word, Excel, and PowerPoint, Google Docs, Sheets, and Slides, Adobe Photoshop CC and Windows Live Movie Maker. They will also learn HTML programming language to develop a foundation for web page construction.

**PERSONAL** **FINANCE *Level “B” 1/2 credit Open to Grades 11 & 12***

***Required for graduation***

The Personal Finance course at Colebrook Academy is designed for students to gain skills in the management of personal financial affairs. Many young people fail in the management of their first consumer credit experience, establish bad financial management habits, and stumble through their lives learning by trial and error. Our objective is to give the students the skills necessary to make informed decisions related to spending, saving, borrowing, and investing. These skills will provide them with a solid foundation for financial security now and in the future.

**NOTE**: This course is not intended to replace the Economics course currently being offered at Colebrook Academy. The ½ credit earned will not be a math credit.

**21st CENTURY BUSINESS** ***Level “B” one credit Open to Grades 11 & 12***

***(Grade 10 with permission from instructor)***

The course begins with an introduction to the world of business and prepares them for the economic roles of consumer, worker, and citizen. The groundwork is established with concepts that students should master, such as the following:

a.) needs and wants, scarcity, choice, and opportunity costs

b.) productivity

c.) economic systems, institutions, and incentive

d.) exchange, money, and interdependence

e.) markets, prices, and competition

f.) supply and demand

g.) roles of consumers, governments, and citizen.

Once these basic concepts have been mastered, students will further develop their understanding of the business environment in the 21st Century that may include: entrepreneurship, records management, hospitality & tourism, business law, and marketing. A large component of the class will be to regularly discuss current events topics as they relate to 21st Century Business.

**CA INVESTMENT FUND** ***Level “A” one credit*** ***Open to Grades 10-12***

***(with teacher and Guidance approval)***

This course will teach you what you need to know to be able to build personal wealth through investments. Students will learn about active investing and portfolio management while consulting a variety of sources for their decisions which may include: a full-service broker/advisor, financial news magazines, economists and other members of the team. The course will provide a forum for debate and discussion on various financial topics and strategies. Students will enhance oral presentation skills as they collaborate with their team members to promote investment ideas and strategies for the fund.

**CONSUMER SCIENCE PROGRAM**

**CRAFTS**  ***Level “B” 1/2 credit***

The purpose of this class is to expose you to the wonderful world of creativity! The goal is to offer an environment and ideas that increase your skills and awareness of crafts. Pinterest can be used as well as some of your own creative designs. Sewing, scrapbooking, and fabric construction are great ways to reduce stress. It also creates a sense of accomplishment when you have a finished product.

**FOODS** ***Level “B” one credit***

***Limited to 12***

Students enrolling in Foods should not fall victim to the misconception that this is an “easy” course. Students should develop an accurate knowledge of applied nutrition and an understanding of basic principles of food preparation. They will develop skills in using equipment to produce nutritious and attractively served meals. (Emphasis is placed on developing management techniques to aid in combining the roles of homemaker and wage earner.) Food buying, safety, and sanitation will be stressed.

**HEALTHY LIVING** ***Level “B” one credit***

***Limited to 12***

The focus of this course has broadened to include many contemporary issues that are pertinent to the teens in today’s society. The students will evaluate the barrage of marketing and advertising messages that tempt them daily and how these choices will affect their health and wellness. Students will be introduced to basic food preparation skills taking into consideration safety and sanitation. A unit in the course will identify risky behaviors. Students will analyze the consequences of their personal wellness through leisure time activities**.**

**CHILD DEVELOPMENT**   ***Level “B” 1/2 credit***

This course is designed to show students the processes of having a child from preconception to the toddler years. Students

will learn about different methods of conception, birth, and child rearing. During this course, you will find parenting tips, explanations, guidelines, activities and exercises. When you are through with this course, you will feel confident and knowledgeable about your role as a parent or caregiver.

**CONSUMER EDUCATION**   ***Level “C” 1/2 credit***

***This course will also meet the Economics requirement for graduation.***

This course includes a study of installment purchasing and credit use, budgeting, comparison shopping, savings, consumer rights and responsibilities, and the use of resources to attain individual and/or family goals. Learning experiences focus on the understandings and skills needed to make decisions about the use of resources which contribute to an improved quality of life.

**ENGLISH PROGRAM**

**ADVANCED PLACEMENT ENGLISH *Level “A” one credit Grade 12 only***

***Requires teacher approval***

This course is a rigorous and intensive college-level English course that culminates in a test given by the College Board, who oversees the entire Advanced Placement Program, and who designs, administers, and scores the AP test. Students will be expected to read and write extensively, from short poems, to plays, to novels – reading closely to know and understand a given text, and then writing critical analyses to communicate the interpretations they develop after class discussion and further thought.

A full course description can be found at the AP Central Website, or by clicking on the following link: https://apcentral.collegeboard.org/pdf/ap-english-literature-and-compositon-course-description.pdf?course=ap-english-literature-and-composition

Once students are signed up, the class will meet once before the end of the current school year in order to receive and discuss **the summer reading assignment.** A writing component will accompany this. Students will be expected to hand it in on the first day of school.

**BRITISH LIT A** ***Level “A”*** ***one credit***

***Materials: The Language of Literature – British Literature, selected novels and plays***

The course will trace the history and literacy characteristics of various time periods in British and World Literature: English Literature: Anglo-Saxon and Medieval, the Renaissance, the Restoration and Enlightenment, the Romantic Period, Victorian Period, and Twentieth Century. Writing assignments will place an emphasis on higher order thinking skills and understanding historical and cultural context.

**BRITISH LITB** ***Level “B” one credit***

***Materials: The Language of Literature – British Literature, selected novels and plays***

The course will trace the history and literary characteristics of various time periods in British and World Literature: English Literature: Anglo-Saxon and Medieval, the Renaissance, the Restoration and Enlightenment, the Romantic Period, Victorian Period, and Twentieth Century. Writing assignments will place an emphasis on organization, compositional skills, higher order thinking skills and an understanding historical and cultural context. Some texts will be substituted with abridged or adapted versions.

**AMERICAN LIT A** ***Level “A” one credit***

***Materials: Adventures in American Literature and*** ***various assigned novels, short stories, poems, essays, and plays.***

Students in this course will take part in an extensive study of themes and authors of different literary periods in American History which begins with our earliest Puritan roots and extends to contemporary society. They will read, analyze, and critique a wide range of writing that follows the development of an American Literature: the Colonial/Puritan Era, Age of Reason, Romanticism, Transcendentalism, Anti-Transcendentalism, Regionalism and Realism, and the Modern/Contemporary Eras. They will study classic American authors (Hawthorne, Miller, Melville, Twain, Steinbeck, Fitzgerald, and more). Writing-based vocabulary will be assigned regularly in order to focus on and practice for the SAT. Writing will be an integral part of the course.

**AMERICAN LIT B*****Level “B” one credit***

***Materials: Adventures in American Literature and various assigned novels, short stories, poems, essays, and plays.***

Students in this course can expect to cover the same content and curriculum as those in the English 11A course; however, the pace and work load will be significantly reduced. With respect to reading, the majority of the texts are abridged versions.

**WORLD LIT A** ***Level “A” one credit***

***Materials: The Language of Literature – Grade 10,*** ***Word Wealth, selected novels and plays***

This course will consist of research writing, essays, vocabulary, grammar, and literature. Students will read short stories, poetry, novels, plays and essays. The course explores cultural literacy and literature spanning various time periods, from the Elizabethan Era and Middle Ages to the Modern Period and Harlem Renaissance.

**WORLD LIT B** ***Level “B” one credit***

***Materials: The Language of Literature – Grade 10,*** ***Vocabulary Workshop, selected novels and plays.***

This course will consist of research writing, essays, vocabulary, grammar, and literature. Students will read short stories, poetry, novels, plays and essays. The course explores cultural literacy and literature spanning various time periods, from the Elizabethan Era and Middle Ages to the Modern Period and Harlem Renaissance. Some texts will be substituted with abridged or adapted versions.

**INTRO TO LIT A** ***Level “A” one credit***

***Materials: Adventures in Literature, Word Wealth, selected novels***

This course is designed to introduce students to the basic genres of literature: fiction - short story and novel; nonfiction-essay, biographical sketch, magazine article, etc.; drama-Romeo and Juliet, poetry, and Greek mythology. Students will also be required to complete different writing assignments, including analytical essays. Students will be able to define, explain, and analyze each of the major genres, including the terms associated with each, and specific literary works of each. This course will stress study skills, expression of written ideas, and orderly and respectful discussion among peers.

**INTRO TO LIT B** ***Level “B” one credit***

This course is designed to introduce students to the basic genres of literature: fiction—short story and novel; nonfiction—essay, biographical sketch, magazine article, etc.; drama—Romeo and Juliet, poetry, and Greek mythology. Students will also be required to complete different writing assignments, including analytical essays.

By the end of the school year, students will be able to define, explain, and analyze each of the major genres, including the terms associated with each, and specific literary works of each. This course will stress study skills, expression of written ideas, and orderly and respectful discussion among peers.

**CREATIVE WRITING**  ***Level “B” 1/2 credit Open to Grades 11 - 12***

***Prerequisite: Successful completion of English 9 & 10***

The best way to improve one’s writing is by writing. This course will require the completion of weekly writing assignments. It is designed to expose the students to different styles and types of writing. It will emphasize all aspects of the writing process, as well as the fun and fascination of word play, the intricacies of language, and the importance of structure.

**FILM AS LITERATURE** ***Level “B” 1/2 credit Open to grades 10-12***

***preference given to upperclassmen***

This course will explore the visual medium of film as a storytelling vehicle. Students will write in response to film, make predictions and provide analysis in the same way they would in response to a piece of literature. The course will explore the use of common literary devices in the medium of film, such as foreshadowing, characterization, theme and dramatic irony. Techniques used by directors exclusive to film will also be examined, such as pacing, lighting and shadow, and sound devices in order to understand how a director crafts a mood using these techniques. Students can expect to view classic films along with those considered to be landmarks for their advances in the medium. Whenever possible, students should expected to read and compare portion so the script or novel a film is based upon with the film itself to analyze the decisions made by the writers and directors when adapting a story for the screen Students will also be given the opportunity to draft their own screenplays and even film scenes for presentation.

**JOURNALISM** ***Level “B” 1/2 credit Open to Grades 11 – 12***

***Prerequisite: The successful completion of two years high school English***

The major focus of this course will be to create and digitally publish *The Signal*, Colebrook Academy’s school newspaper, every two weeks. As each semester progresses, students will learn how to: find relevant and appropriate news to report; distinguish what is newsworthy and fits the mission of the publication; generate drafts; revise, edit, and proofread; use photographs to accompany and enhance a story; compose the layout of each issue; and publish each issue in a variety of digital formats. As time allows, we may also explore editorials, advertising, classifieds, adding new features, the question of censorship, photojournalism, broadcast journalism, and/or supplemental publications.

**MYTHOLOGYU**  ***Levels “A” 1/2 credit Open to Grades 10 – 12***

***Prerequisite: The successful completion of English 9***

This multilevel course will focus on the different mythologies of the world and the connection between a mythology and the culture of which it is a part. Areas studied may include Egyptian, Norse, Celtic and Native American. If time or student preference allows, modern mythology may also be covered. Greek and Roman myths will not be taught, as they have been covered in the freshmen year. Course work will involve reading, researching, writing, and project work. This course is open to all students who have completed Freshmen English or the equivalent.

**POPULAR CULTURE** ***Levels “B” 1/2 credit Open to grades 9 -12***

This course will complete units such as science fiction, weather patterns, art history, music appreciation, poetry, children’s literature, and the like. This project-based course will concentrate on student research and presentation. Students will be allowed at times to select topics of interest and work independently to pursue those interests. They will present their findings to the class on a regular basis, where they will be assessed on communication and organization skills.

**SCIENCE FICTION AND FANTASY*****Level “B” 1/2 credit Open to Grades 9-12***

This course will be a study of the genres of Science Fiction and Fantasy. Students should expect to learn about the origins of these genres and read examples that are both classic and contemporary. Both High Fantasy and Low Fantasy will be covered, along with examples from various subgenres of each main genre. There will be an emphasis on the cultural impact that these genres have had since their inceptions and on understanding the continuing influence they have today. Students will write to respond to pieces, conduct research to understand cultural influences of these genres and write their own pieces that conform to the norm or even blend the two genres together.

**SHAKESPEARE** ***Level “A” 1/2 credit Open to Grades 11 – 12***

This course will focus on expanding the variety of Shakespearean texts students are exposed to during the course of the typical high school curriculum. Students should expect to read and write in response to Shakespearean sonnets along with some of the more famous plays. Students will learn the distinguishing characteristics of each type of play and will develop a deeper understanding of literary devices and elements of poetic structure as they pertain to Shakespeare’s writing. Students will write in response to various prompts dealing with the reading and will also write thei8r own sonnets in the Shakespearean model. Larger writing assignments will be open-ended, where students choose their own topics Student preference will be considered while selecting plays to cover on a course by course basis, but expect to see titles such as A Midsummer Night’s Dream, Much Ado About Nothing, King Lear, Othello, The Merchant of Venice, The Tempest, Twelfth Night, Richard II, and others.

**WRITING WORKSHOP** ***Level “B” 1/2 credit Open to Grades 10-12***

This course will provide students with an opportunity to improve their writing skills in a variety of formats. Students will complete regular writing assignments and will create a portfolio of their own work. Assignments will range from creative writing(fiction, poetry, memoirs) to technical writing (instructions, directions, proposals, etc.) Students will have individual goals and will have some degree of control over what those goals are. Regardless of what your goals are, you can expect to continue to write and improve upon your writing in this course, whether it is in the field of technical writing, poetry or prose.

**FINE ARTS PROGRAM**

**ADVANCED PLACED PORTFOLIO**

**STUDIO ART 1** ***Level “B” 1/2 credit***

Art techniques and media, personal expression of styles are the focus of Studio Art 1. Through the elements and principles of design, students experience and experiment with skills and techniques using a variety of 3D and 2D mediums. Art appreciation is addressed through analyzing, critiquing and applying aesthetic criteria to their own work as well as the work of masters. Attendance at the Regional High School Art Show in May is highly recommended.

**STUDIO ART 2** ***Level “B” 1/2 credit***

***Prerequisite:  Studio Art 1 with a B- or better***

This course is a further in-depth study of art techniques and styles introduced in Studio Art 1 with an emphasis on the elements and principles of design.  The students will be working more independently on projects involving drawing, painting, 2-D and 3D design while exploring historical, cultural and social contexts. A serious interest in the subject is expected as well as attendance at the Regional High School Art Show in May.

**STUDIO ART 3** ***Level “A” 1/2 credit***

***Prerequisite:  Successful completion of Studio 1 and Studio Art 2 with a B or better***

This course is an accelerated study in Fine Arts using advanced mediums and techniques with independent, experimental work. Sketchbooks and cumulative portfolios are required. Careers in the Arts are examined. A serious interest in furthering education in the Arts with the intention of pursuing an art-related career or a serious personal interest in the subject is expected  as well as attendance at the Regional High School Art Show in May.

**DRAWING AND PAINTING** ***Level “A” 1/2 credit***

***Prerequisite: Studio Art 1 and Studio Art 2 with a B- or better***

This course is a further in-depth study of techniques, styles and media involved in drawing and painting mediums. Students will use these mediums to thoroughly describe forms, express ideas and reflect intentions. Students will be encouraged to solve challenging visual art problems independently using intellectual skills such as analysis, synthesis and evaluation. A serious interest in the disciplines and intermediate drawing skills are expected as well as attendance at the Regional High School Art Show in May.

**3D SCULPTURE** ***Level “B” 1/2 credit***

***Prerequisite: Studio Art 1***

This course will explore the art techniques, skills and media associated with a variety of sculptural styles. 3D mediums will include ceramics, wire, plaster, paper, paper mache and found objects. Independent exploration of materials and subject matter will be encouraged. Attendance at the Regional High School Art Show in May is expected.

**CHORUS** ***Level “B” one credit Open to all students***

PERFORMANCE COURSE – This class is open to all students who wish to sing and perform in a ensemble. Students will develop their voices, acting abilities, and musicianship. Concerts will be given throughout the year. Participation in a winter and spring performance is required. The class includes eligibility for participation in special performances such as the North Country Music Festival and All-State auditions.  Music ranges from classic to contemporary styles, American traditions, and world cultures.

**CONCERT BAND**   ***Level “B” one credit Open to all students***

Open to all students who can play a band instrument. Literature includes all types of instrumental music. Students will develop technique, expression, solo and ensemble playing. Preparation for possible All-State auditions and participation in the North Country Music Festival is also a component of this class. Concerts for the general public will be given throughout the year, as well as exchange concerts, performances within the community, and competitions. Level “A” students are required to attend two concerts, attend North Country Festival, audition for All State, attend a solo and ensemble concert, etc. “B” level students are expected to participate in two concerts in a year. Mandatory once a week after school rehearsals for all enrolled as well as independent study students.

**GENERAL MUSIC**     ***Level “B” 1/2 credit Open to all students***

This course is open to all students interested in exploring a wide variety of topics and introductory skills and perspectives.  Content includes eras, styles, and other elements of music history; basics of theory, guitar, keyboard, and drumming; and various aspects of performance, production, technology, and trends.  Students participate in sharing live and digital performances, experiences, and personal insights.  Topics vary and reflect student interests and input.

**HEALTH PROGRAM**

**HEALTH**  ***Level “B” 1/2 credit Primarily taken in 9th grade***

***Required for graduation***

Accurate health knowledge is necessary in order to make good decisions in your life. Throughout this course, students will be exploring topics that will educate them on making healthy choices. The units of study include: fitness, nutrition, substance abuse, mental health and sexuality. Students will learn methods of preventing heart disease and other illnesses through exercise. Discussions will help guide students through the challenges of self-image and coping with stress. Ideally, information provided during this course will help students make behavioral choices and changes to improve their quality of life.

**LIBRARY SCIENCE**

**RESEARCH SKILLS** ***Level “A” 1/2 credit***

The focus of this class is to provide students with an understanding of the research process and the skills necessary to complete library and Internet research for the projects, presentations, and other class assignments they will encounter in high school and beyond. Topics will include planning a research paper, brainstorming topics, refining research questions, crafting thesis statements, types of information sources, evaluating sources, note taking and organization, advanced search techniques using online library catalogs and subscriptions databases, evaluating sources, note-taking, avoiding plagiarism, and formatting citations.

**MEDIA LITERACY** ***Level “A” 1/2 credit***

This class provides students with the ability to evaluate information received from various forms of media including art, television, film, music, advertising, video games, news, and social media. Students will critically examine multiple examples of these types of media messages to learn how they influence health and behavior and reflect on the cultural impact they have on our society.

**MATHEMATICS PROGRAM**

**ALGEBRA I** ***Level “A” one credit***

This course will provide the necessary foundation for students who will be taking more advanced math courses. Students will acquire a fundamental understanding of the following topics: operations with rational numbers; set theory; simplifying algebraic expressions; linear equations and inequalities; equations and inequalities involving absolute value; literal equations and formulas; linear equations and inequalities with two variables; systems of linear equations with two variables; polynomials; and quadratic equations with one variable. Applying algebraic reasoning to problem solving will be strongly emphasized.

**ALGEBRA II**  ***Level “A” one credit***

This course is oriented toward preparing students for college or technical math courses. The students will develop basic knowledge and competencies in the following areas: properties of the real numbers, linear relationships in one and two variables, systems of linear equations and inequalities; conic sections; the complex number system; quadratic equations and functions; exponential and logarithmic equations and functions; sequences and series relations and functions, quadratic sentences, conic and quadratic systems, exponents and logarithms, sequences and series, trigonometry, trigonometric equations, polynomial equations, and determinants.

**BUSINESS MATHEMATICS  *Level “B” one credit Open to Grades 11 & 12***

In this course, students discover how math skills can help take them along the path to personal financial success. Coverage includes gross and net income, checking and savings accounts, cash purchases, charge accounts and credit cards, loans, automobile transportation, housing costs, insurance and investments.

**GENERAL ALGEBRA I** ***Level “B”*** ***one credit***

In addition to reviewing basic math concepts, students will learn the following topics: operations involving signed numbers; algebraic expressions, linear equations and inequalities; formulas; number line graphs; graphs on the x-y plane; proportional reasoning; and squares, square roots, and the Pythagorean theorem. The course will stress a hands-on approach with particular emphasis on problem solving and data collection/analysis.

**GENERAL ALGEBRA II** ***Level “B”*** ***one credit***

The students will develop basic knowledge and competencies in the following areas: properties of the real numbers, linear relationships in one and two variables, systems of linear equations and inequalities; the complex number system; quadratic equations and functions; quadratic sentences, polynomial equations.

**RS Quantitative Reasoning**  ***Level “A” one credit Grades 10-12***

***Project Running Start Course (3 college credits)***

In this course students will have a deep understanding of the following concepts - Algebra is the language through which much of mathematics, science, and technology are communicated; Patterns, relations, and functions can be used to describe, interpret, and predict real world phenomena; Models can be used to represent and understand quantitative relationships; Tables, graphs, and equations are ways for depicting and analyzing patterns of change in data.

**GEOMETRY**  ***Level “A” one credit***

Geometry teaches logical, sequential thinking through the activities of writing geometric proofs, applying geometric definitions, postulates, math theorems to the solution of various problems and constructing geometric figures with compass and straightedge.

**GENERAL GEOMETRY**  ***Level “B” one credit***

Students will learn the following topics: points, lines, and angles; mathematical proofs; triangles; polygons; area and perimeter of plane figures; ratios and proportions; similar polygons, circles; surface area and volume of solids; right triangles; and coordinate geometry. The course will stress a hands-on approach with particular emphasis on problem solving and logical reasoning.

**RS PRE-CALCULUS**  ***Level “A” one credit Grades 10-12***

***Project Running Start course (4 college credits)***

***During the 20-21 year this will only be offered at Canaan Schools***

This course builds on material learned in previous courses in order to prepare students for more advanced college mathematics. Topics covered include: composition of functions, inverse functions, polynomial and rational functions, exponential and logarithmic functions, the circular functions; matrices and determinants, and polar coordinates

**RS CALCULUS** ***Level “A” one credit Grades 10-12***

***Project Running Start course (4 college credits)***

***During the 20-21 year this will only be offered at Canaan Schools***

Textbook: None (The instructor has developed his own materials for this course – approved by WMCC)

This course builds on material learned in previous courses in order to prepare students to take more advanced college mathematics. Graphic calculators will be used extensively in this course. Topics covered include: functions, graphs, and limits, derivative and applications, and integrals and applications.

**RS STATISTICS** ***Level “A” one credit Grades 10-12***

***Project Running Start course (4 college credits)***

This course builds on material learned in previous courses in order to prepare students for more advanced college mathematics. Topics covered include: frequency distributions and graphs, counting techniques, discrete probability distribution, the normal distribution, central limit theorem, confidence intervals and sample size, hypothesis testing, correlation and regression, and analysis of variance.

**MATH SKILLS** ***Level “C” one credit***

***Course appropriate for Lifeskills students***

***This course cannot be taken after Algebra 1.***

Topics covered are order of operations, number theory; fraction and decimal operations; U.S. customary and metric measurements; ratio, proportion, and percent; introduction to statistics and probability; integer operations, solving equations, and basic geometry.

**MATH IN ART** ***Level “B” 1/2 credit***

In this course students will explore art in Mathematics. Students will acquire a fundamental understanding of the mathematics behind tessellations, fractals, symmetry, the golden ratio, and logos. Applying mathematical ideas and computations from other core mathematics courses will be used in this course.

**HISTORY OF MATH** ***Level “B” 1/2 credit***

In this course students will learn about the beginning of Mathematics from the time of Pharaohs to iPhones. Students will learn about number systems that are different from our base 10 system. They will also study mathematicians and their contributions to the field of mathematics. Students should have taken at least Algebra 1 to take this course.

**PHYSICAL EDUCATION PROGRAM**

**ALTERNATIVE WAYS TO EARN A PHYSICAL EDUCATION CREDIT**

Students who want to be considered for an alternative way to earn a Physical Education credit must meet with the School Counselor during the course selection process prior to the Junior year. The student making the request must be fully involved in some sort of lifelong physical activity and work with a HQ (highly qualified) Physical Educator or a certified instructor. A formal written plan and request must be submitted to the Principal for School Board approval. Several options are available and should be carefully considered before making the official request.

**PHYSICAL EDUCATION** ***Level “B” one credit***

***Required for graduation***

Students will participate in a comprehensive Physical Education program designed to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Through the participation of lead up games, team sports, individual activities and personal fitness activities, students will have the foundation to engage in lifelong fitness.

Upon completion of this course, students should have achieved the following national standards:

1. Students will demonstrate competency in a variety of motor skills and movement patterns.
2. Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Students will exhibit responsible personal and social behavior that respects self and others.
5. Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**EPE – LIFETIME FITNESS ACTIVITIES** ***Level “B” 1/2 credit***

***Class size is limited to eight students.***

Students may elect to take elective credits of Physical Education. These classes are designed to promote the importance of lifetime fitness. Activities could include weight training, bowling, snowshoeing, biking, fitness walking and lawn activities.

**EPE - RESISTANCE**  ***Level “B” 1/2 credit***

***Class size is limited to eight students.***

Students may elect to take elective credits of Physical Education. This class will concentrate mainly on weight resistance. Students will develop individual fitness plans that work on total body fitness. (Other activities will be done periodically.)

**SCHOOL-TO-WORK PROGRAM**

**WORK BASED LEARNING** ***Level “B” one or two credits***

Students interested in participating in the STW program must submit themselves for an interview with the STW program coordinator. Successful candidates will begin the course with a period of “orientation”. During this orientation they will be introduced to practices and issues that are common to and exist within the “work” environment. These will be presented from the point of view of the employer as well as that of the employee. Every attempt will be made to place students according to the personal career path preference they have identified. However, there are placements that are not possible to arrange, and the student will need to choose an alternative placement from a list of New Hampshire Department of Labor-approved work sites. Placement opportunities may take a variety of forms in order for students to develop and practice the wide range of employment skills needed for maximum “employability”. Students must comply with all program rules and requirements and will be given paperwork that they must go over with their parents/guardians. All program paperwork, properly completed and signed, must be returned to the program coordinator prior to student placement. Failure to comply with any program rules or to meet program requirements will result in student being dropped from the program and losing course credit. Students are required to maintain a “C” average (75) in all subjects during the STW experience. Failure to do so will result in the student being removed from the program/work site.

Special note: (Legal Issue) Transportation to and from external placement locations is the responsibility of the parents/guardians and students. Students participating in the STW program are not allowed to accept from or provide rides to other students while engaged in scheduled STW program activities. This includes authorized STW activities scheduled outside the hours Colebrook Academy & Elementary School is in session.

**SCIENCE PROGRAM**

**PHYSICAL SCIENCE** ***Level “A or B” one credit***

***Course should be taken Grade 9 or 10***

***Required for graduation***

***Offered every other year, opposite Biology, beginning 2020-2021***

The basic concept of this course is to provide elemental information on the physical sciences. This course is an excellent preliminary course for those who want additional preparation before taking college prep Chemistry or Physics. Students planning on a vocational/technical school after graduation are strongly encouraged to add this course to their program. Subjects covered include chemistry, physics, electricity, electronics, etc.

**BIOLOGY A** ***Level “A” one credit***

***Course usually taken the freshman or sophomore year***

***Biology is required for graduation***

***Offered every other year, opposite Physical Science, beginning 2020-2021***

Biology is the branch of science devoted to the study of life and/or living things. The course is presented using Google Classroom, lectures, and many other hands-on resources. This course is lecture-based with many accompanying labs. The course focuses on Cell Biology, Biochemical pathways, Genetics, Anatomy of living creatures and Ecology.

Objectives - The student will:

1. Develop a better understanding of themselves and the natural world.
2. Learn useful study skills such as note taking, etc.
3. Actively participate in practical labs to supplement their work in the text and/or illustrate important concepts.
4. Several formal lab reports will be required.
5. Learn enough of the scientific body of knowledge so as to be adequately prepared for college.

**BIOLOGY B** ***Level “B” one credit***

***Course usually taken the freshman or sophomore year***

***Biology is required for graduation***

***Offered every other year, opposite Physical Science, beginning 2020-2021***

Biology B” has the same course description as “Biology A” but done in lesser depth as an alternative to the college track.

Objectives - The student will:

1. Develop a better understanding of themselves and the natural world.
2. Learn useful study skills such as note taking, etc.
3. Participation in labs to supplement text work.
4. A few formal lab reports will be required.

**RS CHEMISTRY** ***Level “A” one credit Grades 10-12***

***Project Running Start Course (4 college credits)***

***Prerequisites: Algebra I, Algebra II or Algebra II taken concurrently***

Chemistry is the study of matter, its composition, its structure and its properties. Topics covered include the language of chemistry, units of measure and measurement, atomic structure and theory, periodic law and classification of elements, changes of state, classification of matter, chemical bonding and reactions, solutions, acids and bases, stoichiometry, gas laws and lab safety.

Concepts are reinforced with lab activities and demonstrations.

Weekly formative assessments are given along with larger summative projects. Lab reports and presentations are required.

**EARTH SCIENCE** ***Levels “A or B” one credit***

***Level “A” strongly recommended for college preparatory students***

The Earth Science course emphasizes four main disciplines:

**Astronomy** - study of the universe

 **Geology** - study of rocks, minerals, etc.

 **Meteorology** - study of weather

 **Oceanography** - study of waves, currents, ocean topography

Weekly formative assessments are given along with larger summative projects. Lab reports and presentations are required.

Where applicable, current scientific achievements are also incorporated and discussed.

Objectives:

1. Develop a better understanding of the natural world and scientific approaches at problem solving.
2. Learn specific study skills such as reading comprehension, logical thinking, note-taking, etc.
3. Learn the fundamental concepts in the above-mentioned disciplines so as to be prepared for sequential college preparatory science courses (Biology A, Chemistry, and Physics).

Text: Earth Science HRW © 2008

**ECOLOGY: An Environmental Science** ***Level “A” one credit Grade 11-12***

***(Grade 10 w/teacher permission)***

Ecology is the study of organisms and their interactions with the biotic and abiotic surroundings. The environment is all around us, and often we take it for granted. However, human actions are stressing and changing our environment in ways we have never seen. We use a combination of class discussion, case studies, and labs to expand our understanding of these issues.

A key focus will be put on the natural and man-made changes in the environment and to organisms, such as pollution, and the expansion of the population. Weekly formative assessments are given along with larger summative projects. Lab reports and presentations are required.

**RS ANATOMY & PHYSIOLOGY** ***Level “A” one credit Grades 10-12***

***Project Running Start Course (4 college credits)***

***Prerequisites: Biology***

This course provides a deep investigation into health and medical science. We will be researching the anatomy and physiology of the human body along with health issues that plague our body systems. Topics will include all body systems such as but not limited to integumentary, skeletal, muscular, nervous, digestive, endocrine, circulatory, and sensory. This is a google based classroom that utilizes lecture, discussion and hands-on activities. A dissection unit, along with models, will be utilized to support the understanding of the body.

Concepts are reinforced with lab activities and demonstrations.

Weekly formative assessments are given along with larger summative projects. Lab reports and presentations are required.

**RS PHYSICS** ***Level “A” one credit Grades 10-12***

***Project Running Start Course (4 college credits)***

***Prerequisite: Algebra I, Algebra II or Algebra II taken concurrently***

Physics is the study of energy and its relation to natural law. This course is for students who plan to major in some field of science or have a general interest in the universe.

**SOCIAL STUDIES PROGRAM**

**CURRENT EVENTS** ***Level “B” 1/2 credit***

Current Events is a course that is driven by events that occur around the world.  Students, on a nightly basis, will listen to or read about a story from any news source and report this news item to the rest of the class.  The students will report on their individual current events to the rest of the class.  The class will then, if practical, discuss or debate the significance of the current debate.

In addition to the daily events, each student will choose a particular event that is ongoing and research and follow this event throughout the duration of the course.  Upon the end of the course, each student will report on their chosen topic to the class.

**ECONOMICS A**  ***Level “B” 1/2 credit***

***Economics required for graduation***

This course is an introduction to the methodology and analytical tools used by economists. It applies economics to the problems of unemployment and inflation, the distribution of income, competition and monopoly, and the role of government in the economy. It includes macroeconomic issues such as unemployment and inflation, financial institutions, international trade, economic growth, and comparative systems. Microeconomic topics include markets, and prices, supply and demand, competition and market structure, distribution of income, market failures, and the role of government.

**GEOGRAPHY** ***Level “B” 1/2 credit***

***Required (or World History) for graduation***

A systematic examination of the regions of the World with an emphasis on the following themes: physical, cultural, political and economic geography. Religion and language will be touched upon as well.

**N.H. GOVERNMENT/CIVICS**  ***Level “ B” 1/2 credit***

***Required for graduation***

Civics is a study of the United States Government and Constitution. The primary focus will be on the three branches of government, the checks and balances system, the division of powers, and our place in government. Included in this course of study will be a look at New Hampshire’s Government, its Constitution, and the role of its citizens.

**NEW HAMPSHIRE HISTORY**

***Embedded in U.S. History***

***Required for graduation***

This course is broken down into separate units, which will coincide with different eras in New Hampshire history. Each era will be addressed in terms of this history, civics, and government of New Hampshire. Various assignments, projects, and activities will be assigned that relate to each unit of study. One unit will be dedicated to general New Hampshire information, and one on a Colebrook history project.

**U.S. HISTORY A**  ***Level “A” one credit***

***required for graduation***

The course focuses on American History from its colonial origins through its struggle to become a world power. Special emphasis is placed on the wars the United States has fought, the reasons for the wars, the outcomes, and the hypothetical situations the United States would be in had any of those wars been lost. Emphasis is also placed on economic, diplomatic, political, and social aspects of the United States. This course covers the major eras of the Twentieth Century such as Progressivism, World War I and II, the Depression, the Cold War, Civil Rights Movement, Vietnam, Watergate, and Reagan.

**U.S. HISTORY B**  ***Level “B” one credit***

***required for graduation***

The course focuses on American History from its colonial origins through its struggle to become a world power. Special emphasis it placed on the wars the United States has fought, the reasons for the wars, the outcomes, and the hypothetical situations the United States would be in had any of those wars been lost. Emphasis is also placed on political and social aspects of the United States. The major eras usually covered are: Progressivism, World War I, the Depression, World War II, Cold War, Civil Rights Movement, Vietnam, Watergate, and Reagan.

**WORLD HISTORY** ***Level “A” 1/2 credit***

***World History I meets Geography requirement for graduation***

***Usually taken during freshman year***

Students will cover prehistory through the Crusades, with special emphasis on western civilization including Egypt, Greece, Rome, and Medieval Europe. (This course is being adjusted to meet the new standards in New Hampshire, so more eras may be covered.)

**HOLOCAUST**

***Alternates every other year with Sociology course Level “B” 1 credit***

The mission of this class is to expose students to the issues associated with Genocide. We will explore the creation, perpetration, and facilitation of genocide through multiple approaches including: history, sociology, psychology, political science, and economics. The Holocaust will be used as the baseline to then examine other atrocities of the 20th and 21st century. They include but are not limited to: Armenian Genocide, Soviet Union programs under Lenin and Stalin (Holodomore), The Invasion of Manchuria, Mao’s great leap forward, Pol Pot and the Khmer Rouge, Rwanda, Bosnia and modern North Korea.

**SOCIOLOGY *Level “B” 1 credit***

***Alternates every other year with Holocaust course***

This course will focus on providing students with basic understanding of sociological concepts and methods. The course includes an analysis of various types of society and issues related to religion, government, poverty, race and crime. An emphasis will be placed on the development of critical thinking skills, reading, essay writing, note taking and research skills.

Sociology is a course that seeks to study human society and social behavior. Sociologists concentrate their attention on social interaction –the ways in which people relate to one another and influence each other’s behavior. This course will look at a variety of social issues, their causes, their consequences, and the connections to our personal lives.

**TECHNOLOGY/TRANSPORTATION PROGRAM**

The safe use of tools and equipment, critical thinking skills and problem-solving are an integral part of all technology education courses. Transportation education will encompass a variety of similar skills taught in the Technology Program, but will be geared to the automotive and farm equipment industries.

**AUTOMOTIVE TECHNOLOGY I** ***Level “B” 2 credits Open to Grades 11 & 12***

***Prerequisites: Introduction to Technology or Small Gas Engines – Limited to 5***

If you are interested in the fast growing automotive and transportation industry, this is the course for you. This career pathway includes jobs in the following areas: auto technician, truck and diesel technician, and collision technician, motorcycle and boat maintenance, as well as, many engineering and fabrication industries. This is the first in a two-year program designed for juniors and seniors. This program follows an ASE certified curriculum for maintenance and light repair. Students will have an opportunity to work on projects for customers in a working auto repair shop. First year students will learn about safe tool usage and shop practices as well as preventive maintenance, braking, and suspension systems. This course will prepare students to take the ASE certification tests in brake and suspension systems.

**AUTOMOTIVE TECHNOLOGY II** ***Level “B” 2 credits***

***Prerequisites: Automotive Technology I – Limited to 5***

This course will complete an ASE certified curriculum, and will cover two sections – electrical fundamentals and engine performance. The electrical section will include fundamentals and auto systems troubleshooting. The engine performance section will cover engine rebuilding and the latest in computerized engine scanner diagnostics and check engine codes. The second year student will also have the opportunity to learn welding and fabrication skills. Auto II students are encouraged to take part in Skills USA competitive events. Skills USA and its partners provide scholarships to winning teams. Students are also encouraged to take part in local shops and dealerships in the community.

**PLANNING AND DESIGN/CAD I**  ***Level “B” 1/2 credit***

***Prerequisite: Introduction to Technology***

This course is required for all students following the Technology track. It will be taken as a prerequisite for all other technology education courses. You will learn basic technical skills in measuring, sketching, drawing, drafting and 3D CAD.

**CAD II/CAM** ***Level “B” 1/2 credit***

***Prerequisites: Planning & Design/CAD I***

This course furthers students understanding of Computer-Aided Design and introduces students to the different areas of Computer-Aided Machining and Manufacturing. Students will study different manufacturing processes and have hands-on experience with prototyping.

**CODING I** ***Level “B” 1/2 credit Open to Grades 9 and 10***

***Prerequisites: ICT***

Introductory Coding is designed to broaden participation in computer science.  The curriculum includes daily lesson plans made up of inquiry-based activities, videos, assessments, and computing tools, allowing students to discover the core concepts of computing software, the internets and the digital realms effects on daily life..  This course is a continuation of HTML and will prepare students with the skills necessary to compete in tomorrow’s workforce and for AP Computer Science Principles as upperclassmen.

**GAME DESIGN** ***Level “B”*** ***1/2 credit***

***Prerequisites: ICT***

Game design is a critical-thinking and hands-on class that will require students to develop and prototype two games, one physical and one digital. The class also explores the history of games and game concepts, including some game theory. This class expects students to work collaboratively as well as individually and may require game development to occur outside of school hours.

**INTRODUCTION TO TECHNOLOGY *Level “B” 1/2 credit***

Students will explore the various aspects of today’s technologies. This course will touch upon several areas within the technology pathways. Power and energy as it relates to old and new technology will be explored along with alternative and renewable energy sources. Models of systems will be made, researched and tested. Transportation issues of today, alternative electrical generation and other top issues facing the world will be presented to students. As part of this course, students will be exploring innovations and inventions that are changing the way people live. Students will look into the way we produce a manufactured product and how materials to make these products are changing. A basic knowledge of working with different materials, tools, machines and processes will be explored. Students will explore basic computing software, manufacturing machines, and web-based applications.

**WOODWORKING *Level “B” 1/2 credit***

This course will help students develop skills in planning a project and estimating costs to complete a project. Students will learn how to develop sketches and drawings according to industry standards. Students will be required to pass written tests on safety and the proper use of all advanced power woodworking equipment. Each student will demonstrate appropriate machine operation while building his or her own required wood project. Upon completion of required projects, students will have the opportunity to select a project fitting their abilities. Areas covered will include: planning, measurement, selection of wood, gluing, cutting, sanding, staining, and finishing. Advanced areas to be covered (time permittinginclude: wood joints, wood-turning, millwork, cabinet making, tool sharpening, and machine maintenance. Students may be required to purchase wood and materials necessary to complete their elective projects.

**CTSO Affiliate: TSA**)

**ROBOTICS** ***Level “B” 1/2 credit***

You will study basic computer hardware and software systems. The major emphasis of the course will be using the LEGO DACTA Control Lab system and the LEGO Mindstorm system to build, program and operate computer-controlled devices, including a robot capable of performing different tasks. Through these models you will study the areas of communication, construction, manufacturing and transportation.

**SMALL GAS ENGINES  *Level “B” one credit***

In this course students will study the Small Gas Engine Theory and how it applies to internal combustion engines. Areas of study will include construction, operation, lubrication, and maintenance. Students will learn troubleshooting techniques, as well as, service, rebuilding, and repair. Students are required to obtain their own small engine. The course will then take them through the processes of disassembling, rebuilding, and repairing with the goal of getting the engine running. This course may be used as a prerequisite for students entering the Automotive Technology Program.

 **WORLD LANGUAGE PROGRAM**

***French program no longer available beginning the 2020-2021 year***

**SPANISH I** ***Level “A” one credit***

Students will learn basic vocabulary, sentence structures, speech and culture of the Spanish-speaking world. Each unit of the text revolves around a topic of conversation—hobbies, food and so forth. The student will learn to produce and understand language, mostly in the present tense. Unit projects will involve authentic use of the language to be determined by student interest. This class will include guided comprehension activities of original Spanish-language multimedia. Students are expected to use what Spanish they know in class, and encouraged to use it out of class.

**SPANISH II** ***Level “A” one credit***

***Prerequisite: Spanish I***

The student will talk more about the present, past and future, increase his/her vocabulary, and attain higher listening and reading comprehension. Each unit will explore topics of conversation more in depth. While grammar and culture will be embedded in each unit, the primary focus will be conversation. As such, students will draw upon their personal interests to express themselves through presentations and multimedia. This class will include guided comprehension activities of original Spanish-language multimedia. Students are expected to use Spanish with increasing frequency, drawing on what they already know to communicate.

**SPANISH III** ***Level “A” one credit***

***Prerequisite: Spanish II***

Level III is designed for students who wish to expand their knowledge of Spanish civilization, daily life, and conversation. Students will continue to develop language skills through cultural readings and further practice will be on speaking and writing skills through diverse linguistic problem solving. There will be regular unit projects drawing on student interests and talents. Students are expected to use Spanish exclusively in class, simplifying what they wish to say if necessary to express themselves in the target language. A third year of a language is encouraged for college-bound students.

**SPANISH IV**

***Prerequisite: Spanish III***

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| **LICENSED NURSING ASSISTANT PROGRAM** **AT COOS COUNTY NURSING HOSPITAL****Prerequisite: Anatomy and Physiology or taken concurrently Level “B”****2nd Semester only = one credit Limited enrollment: 8 Open to Grades 11 & 12** |
| Students will: |
| * Recognize individuals’ emotional, mental, physical and social health needs.
* Demonstrate observational and documenting skills required for reporting of people’s health, safety, welfare, physical and mental condition, and general well-being.
* Provide safe nursing-related activities under the supervision of a registered nurse.
* Achieve licensure and pass a standardized test recognized by the New Hampshire Board of Nursing.
* Prepare for employment at the entry level as a Licensed Nursing Assistant and/or prepare for admission to a 2 or 4 year nursing /medical program.

***NOTE: White Mountains Community College Nursing Program and other selected nursing programs in the state may require students to be LNA’ s for admission to their nursing programs. Students are required to do a job shadowing experience with a LNA, pass a physical exam, be up-to-date with immunizations, and arrange their own transportation to and from the clinical site. Space is limited in this program to eight students based on selection criteria.*** |
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| **DRIVER EDUCATION****STUDENTS MUST HAVE COMPLETED “FIVE CREDITS” TO BE ELIGIBLE FOR DRIVER EDUCATION.**¼ creditStudents enrolling must be 16 years of age before the end of the program.1. Students are required to provide an original birth certificate, to have a current eye exam, which can be obtained from the school nurse by appointment, and to have paid for the course in full before the first class.
2. Selection for this class, in the event that more students desire to enroll in the class than there are positions available for them, will be determined first by grade and then by birth date.

This course consists of 30 hours of classroom, 10 hours of driving, and 6 hours of in-car observation. The class will be conducted after school several days a week. The class will cover such topics as: New Hampshire Motor Vehicle Law, driving techniques, map reading, alcohol and drugs and overall highway safety.The driving phase will consist of:1. Procedures for starting and stopping, tracking, backing, turning, parking and visual search of the roadway.
2. Practice of the above procedures to attain proficiency.
3. Learning to interact responsibly and courteously with other roadway users.
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SCHOOL COUNSELING OVERVIEW

School Counseling at Colebrook Academy & Elementary School is a vital part of the total school program with its own curriculum and activities.

1. As an information center, the School Counseling Office contains much literature relevant to career planning, college selection, financial aid, and emotional concerns. Begin planning early for your future!
2. The school counseling services of the school offer pupils assistance in making appropriate choices of an academic, vocational, or personal nature. With this objective in mind, the School Counseling Department maintains individual cumulative record folders containing such items as biographical data, grades, test scores, career survey results, etc., and assists the faculty in administering a comprehensive testing program. Sources of information on schools, occupations, financial aid, and the military are provided as well as assistance in selecting courses, occupations and post-secondary training. Students receive individual and group assistance regarding academic and vocational planning.
3. Students who are planning to attend college should plan their programs carefully and seek the aid of school counseling personnel. No capable student should look upon further education after high school graduation as impossible as there are various kinds of financial aid available such as scholarships or tuition grants, loans, and work-study programs.
4. The school counseling staff is here, also, to assist students whom, for whatever reasons, have encountered a situation in which they need support or assistance. Students desiring assistance should see the school counselor or secretary to make an appointment. Except in emergencies students may not be assisted immediately but will be scheduled that day or during following days.
5. The School Counseling Department cooperates with parents, teachers, and local community agencies to provide an appropriate education for each child. Referral services are also provided to the proper agencies when further assistance is deemed necessary.
6. The School Counseling Department and the Principal are responsible for the formulation of the master schedule and the scheduling of the student body.
7. New students must register through the School Counseling Office. **Students must reside with custodial parent or legal guardian in the area served by Colebrook Academy & Elementary School. A copy of the custody decree and/or other documentation of legal guardianship are required. NOTARIZED LETTERS ARE NOT ACCEPTABLE.** Immunization records are also necessary prior to enrollment.
8. The School Counseling Department is responsible for student academic records, credit checks, and transcripts.

FOUR YEAR PLAN WORKSHEET – STUDENT COPY

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ YOG:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Grade 9 Grade 11

**English 9 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ English 11 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Math \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Math \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**History \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ U.S. History \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Physical Science \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Science \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Health \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Economics \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Computer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Fine Arts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Physical Education\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Total credits \_\_\_\_\_ Total credits \_\_\_\_\_**

 Grade 10 Grade 12

**English 10** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ ­­­­**English 12 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_**

**Math \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Math \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**History \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Careers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Biology \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Personal Finance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Physical Education\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

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**Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Total credits \_\_\_\_\_ Total credits \_\_\_\_\_**

**GRADUATION REQUIREMENTS – 26 credits**

4 credits English ½ credit N.H. Government/Civics

4 credits Mathematics (1 credit must be Algebra) 2 credits Science (Biology & a Physical Science)

1 credit Physical Education ½ credit Personal Finance

½ credit Economics ½ credit Careers

½ credit Information & Communication Technology ½ credit Fine Art (Art, Music, etc.)

½ credit World History or Geography ½ credit Health

1 credits U.S. History Electives

½ credit Community Service (50 hours)

All other credits can be in a student’s track or elective areas.

Students must take eight credits per year.