

2024 - 2025 PROGRAM OF STUDIES

Colebrook Schools
Home of the Mohawks



North Point CTE

- Automotive
- Culinary
- Health Science
- Hospitality
- Information Tech
- Teacher Prep

Colebrook Academy

27 Dumont Street
Colebrook, New Hampshire 03576
(603) 237-4801
School Website: www.csd.sau7.org

Dear Students & Families:

The Program of Studies (POS) has been prepared to assist in the important process of selecting courses. Please keep in mind both short-term goals and long-range plans as you select courses for next year. Whether you plan to pursue college, technical education, the Armed Services, or the workforce, 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.**

Colebrook and Pittsburg Schools collaborate. Students will be scheduled for all core academics but have the choice to take elective classes offered in Colebrook or Pittsburg that may be of interest.

Additionally, Colebrook's North Point, CTE programs including Education, Health Sciences, Information Technology, and Automotive are all available in Colebrook; Hospitality and Culinary are available in Pittsburg. Students who are Juniors and Seniors may attend Canaan Career Center for Career and Technical Education programs.

PLEASE NOTE: 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 them, or course enrollment numbers may be capped.

I hope you find the Program of Studies easy to use. **Parents and/or students should reach out to schedule an appointment to meet with me and create a four-year plan together. The Four-Year Plan Worksheet is located on the last page.** 237-4801 X1105 or brandi.covell@csd.sau7.org. [For all other questions or concerns, please](#) contact me.

Brandi Covell

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MISSION, VISION & VALUES

MISSION STATEMENT

Colebrook Academy & Elementary School District uses our collective resources to prepare all students for success in whatever path they choose.

VISION

The CAES school community is committed to establishing and maintaining high standards for all members to achieve and strives to provide a school culture and climate where caring, respect, collaboration, accountability, and integrity are the guiding principles.

VALUES

At Colebrook Academy and Elementary School, we are committed to supporting the learning and behavior needs for all students through Mohawk Pride.

Positivity - Developing the ability to encourage others, ask for help, and be welcoming and inclusive to others.

Respect - Listening and respecting others' abilities, and being polite, patient, and illustrating good manners.

Integrity - Demonstrating high levels of honesty, appropriate behavior, and standing up for others.

Dedication - Inspiring the ability to participate actively, complete work on time, and share responsibility.

Excellence - Modeling positive behaviors, being a leader, and being open to trying new things.

COLEBROOK ACADEMY

SCHOOL PROFILE

School Mascot: Mohawk

Colebrook Academy is located in Colebrook, New Hampshire. It services students in grades 9- 12 from the surrounding communities. Our campus sits on several acres in town with conveniently located athletic fields against a beautiful view of Mt. Monadnock.

Colebrook offers a challenging curriculum designed to meet all the needs of its diverse student population. Course offerings include college and career preparatory levels as well as a selection of Project Running Start, Advanced Placement, dual-enrollment college courses, and school to work opportunities. A variety of elective offerings include art, business technology, film and culture, music, vocational studies, and wellness.

Colebrook will be offering a variety of courses for students who would like to specialize in a specific area of study through its North Point CTE center which includes Automotive, Health Sciences, Education, Information Technology, and Hospitality & Culinary. In addition to academics, a variety of co-curricular programs and activities are available for students. For more information see our website www.csd.sau7.org or follow us on Facebook.

EXPECTATIONS

ACADEMIC EXPECTATIONS

- Communicate effectively – orally and in writing for a range of purposes.
- Appropriately use technology and other resources to investigate and solve problems, conduct research, and demonstrate mastery of learned information and skills.
- Demonstrate proficiency in reading, writing, math, science and social

TRANSFERRABLE SKILLS EXPECTATIONS



GRADUATION PROGRESS AND SCHEDULING INFORMATION

CREDIT REQUIREMENTS BY CLASS

*Each statement indicates what is required to be officially considered a member of that class

Freshmen	Fewer than 5.0 credits
To become a Sophomore	5.0 or more credits earned, including successful completion of Intro to Literature
To become a Junior	12.0 or more credits earned, including successful completion of Intro & Survey of Literature
To become a senior	19.0 or more credits earned, including successful completion of Intro, Survey & American Literature

EXPECTED STUDENT COURSE LOAD

Each student is expected to carry a minimum of seven credits per academic year with the exception of Freshmen and Senior Year. Each student will schedule six periods of classes a day. Individual considerations to waive this expectation require cooperative approval of the Principal, Counselor, Case Manager (if applicable), and Parent / Guardians. This includes students who are seeking an alternative plan.

COURSE & SCHEDULE CHANGES

Since a student who registers for a course has made a commitment to complete the course, he/she is expected to do so. Students should treat their final course schedule as a contract. Schedule changes after the beginning of the school year, or at the semesters, 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 Withdraw (WD) and noted on the student transcript. Students who are not passing at the time of withdrawal will receive a Withdraw Failure (WF) for the course dropped and will receive a zero calculated into their GPA. Any other requests for a change in schedule require approval from the Principal or designee. If the administration determines that a student has been inappropriately placed in a course as a result of the school's leveling process (not by a student/parent waiver), a change will be allowed beyond the Add/Drop period. Any student taking any courses outside of the CAES curriculum such as AP, VLACS, e-start, must complete a request form to do so, and have permission of the Principal or designee. Courses not pre-approved will not be calculated in the weighted GPA for class rank.

Academic Grades

Academics grades are communicated separately from academic behaviors (also known as transferable skills).

Academic Grades: Our grade level and course curriculum identify specific *big ideas*, known as competencies that answer the question: What is it we want our students to know and be able to do? Each competency is broken down into a subset of specific skills and learning targets. Think of these as building blocks on the road to mastery of the end-of-year competencies. Teachers collect evidence of learning throughout the year through assessments that are linked to the learning targets, which are linked to competencies. This allows teachers to report progress grades for each competency throughout the year on report cards. At the high school level, in order to receive credit for a course, students must receive a minimum passing grade in each competency.

Transferable Skills

SAU 7 schools recognize that effective learners are able to employ and develop strategies, habits, and skills that prepare them to be effective lifelong learners and contributors in our society. These skills are defined through four Transferable Skills and are integrated into learning activities and assessments. Self-assessment and teacher feedback provide an ongoing cycle of reflection and opportunities for continued growth. The four transferable skills are:

- 1. Collaborator:** I can work in diverse groups to achieve a common goal and produce a quality product while appreciating individual contributions.
- 2. Communicator:** I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding and accomplish goals and tasks.
- 3. Innovative Thinker:** I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.
- 4. Self-Directed Learner:** I can initiate and manage my learning, and demonstrate a “growth” mindset, through self-awareness, self motivation, self-control, self-advocacy and adaptability as a reflective learner.

Competency Scale for 9-12:

4	Expanding	The learner independently and regularly performs the expectations.
3	Proficient	The learner needs occasional prompting or support in order to perform the expectations.
2	Approaching	The learner inconsistently performs and/or needs routine support in order to perform the expectations.
1	Beginning	The learner needs modeling and/or direct support or explanation in order to perform the expectations.

Formative and Summative Assessments

SAU 7 teachers collect evidence of learning with diagnostic, formative, and summative assessments.

- **Diagnostic Assessments** take place prior to instruction and are designed to determine a student's attitude, skills, or knowledge in order to identify student needs. They are used to help place students in proper instructional groups and are available to discuss with your child's teacher upon request. Examples of Diagnostic Assessments include but are not limited to sight word lists, running records, student writing samples, STAR360 assessments.
- **Formative Assessments** capture a student's progress through the learning process and help students and teachers understand to what extent a student is learning a concept or skill. Formative assessments are considered *practice* and are weighted as 10% of the overall grade. They are recorded in the gradebook to provide feedback and show growth in skills over time. Examples include classwork and homework. Formative assessments are used to determine summative readiness and when students need reteaching, intervention, and extension during the learning process.
- **Summative Assessments** are used to capture transferred evidence of student learning and demonstrate what a student knows and is able to do. They are oftentimes comprehensive and performance-based in nature. These assessments are linked to one or more of the grade level or course competencies and are used to calculate the overall course grade with a weight of 90%.

Examples include mid-unit check-ins, research projects, presentations, labs, writings, tests, simulations, and other similar tasks. Students are expected to complete key formative assessments before they are considered eligible to take a summative assessment. NH SAS is an annual summative assessment.

Grading Proficiency Scale

SAU 7 schools have replaced the traditional A/B/C letter 100 point scale for a 4 point scale at the assignment level. This increases the precision, objectivity, and reliability of grades, allowing our teachers to offer more honest, sensible, and reliable evaluations of students' performance at the assignment/assessment level. For transfers and college courses, there is a conversion chart that is used to transition these grades to the 4.0 scale, which is available upon request.

<i>Elementary and Middle School Scale</i>		
Level	What the Level Means	Rubric Score
Expanding	The student consistently and independently extends and transfers content knowledge and skills beyond essential competencies.	4
Proficient	The student demonstrates essential content knowledge and skills consistently and independently with ability to apply and transfer to real-world situations and/or a new task.	3
Approaching Proficient	The student demonstrates the emerging application and transfer of essential content knowledge and skills in familiar tasks.	2
Beginning	The student is initiating the ability to demonstrate the essential content, knowledge, and skills.	1
Insufficient Evidence Shown	The student has submitted an insufficient level of evidence yet to receive a grade.	0

**Honor Roll will be presented for students in grades 3-8 as well on a quarterly basis to acknowledge and celebrate student successes. (See page 8 for more information).

Students must have an “AP” or “P” in five out of six subjects CAat reporting time to be eligible for grade 8 promotion to high school.

<i>High School Scale: Assignment Level</i>		
Level	What the Level Means	Rubric Score
Expanding	The student consistently and independently extends and transfers content knowledge and skills beyond essential competencies.	4

Proficient	The student demonstrates essential content knowledge and skills consistently and independently with ability to apply and transfer to real-world situations and/or a new task.	3
Approaching Proficient	The student demonstrates the emerging application and transfer of essential content knowledge and skills in familiar tasks.	2
Beginning	The student is initiating the ability to demonstrate the essential content, knowledge, and skills.	1
Insufficient Evidence Shown	The student has submitted an insufficient level of evidence yet to receive a grade.	0

High School Scale: GPA

Report Card Grade	GPA Multiplier <i>Grades are calculated automatically in Alma based on the rigor of the course/level</i>		
	“Standard/General” <i>All standard non-leveled courses</i>	“Honors/Challenging” <i>Honors-level courses</i>	“Dual Enrollment” <i>Advanced Placement / Dual Enrollment Courses</i>
4	4.0	4.5	5.0
3.8	3.8	4.3	4.8
3.6	3.6	4.1	4.6
3.4	3.4	3.9	4.4
3.2	3.2	3.7	4.2
3.0	3.0	3.5	4.0
2.8	2.8	3.3	3.8
2.6	2.6	3.1	3.6
COURSE CREDIT NOT EARNED BELOW THIS LINE			
0.0	0.0	0.0	0.0

- **Quality Assessments:** Teachers shall use quality assessment instruments. They shall properly record evidence of student achievement on an ongoing basis. Each assessment must meet five standards of quality. It must arise from a clearly articulated set of achievement expectations, serve an instructionally relevant purpose, rely on a proper method, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment.

- **Rubrics:** Teachers shall discuss methods of assessment and scoring scales (rubrics) with students in an age-appropriate manner, at the beginning of instruction. This rubric will always be available to students prior to the administration of any summative assessment.
- **High School Course Syllabus:** At the beginning of the school year, high school teachers shall provide to students and parents a written course overview/syllabus that includes assessment and grading guidelines, in clear, easily understandable language. The course syllabus must be consistent with the grading practices detailed in this document but may include additional, age or course-appropriate expectations.
- **Formative Revision:** Students have the opportunity to complete a revision of any formative assessment when a score below “3” is received. Revisions require students to fix their mistakes, showing all of their work. The redo must be turned in within 2 school days.
- **Summative Reassessment at the High School Level:** Reassessment is a critical part of the learning process because it encourages students to practice the lifelong skill of continuous improvement in their learning. Depending on the circumstances, a teacher may designate reassessment as mandatory or optional for a particular assignment.
 - Mandatory: Reassessment of a summative may be mandatory if the student scores a “1” or a “2” on an assignment. This reassessment would follow an intervention or reteaching plan developed by an educator team and would allow for the team to check if the intervention was successful or not. The reassessment must be completed within 10 school days of receiving the assessment they want to retake back from the teacher.
 - Optional: Reassessment of summative assessments is available to students who score a “3” no more than 2 times per semester or 4 times in the school year, with no more than one reassessment attempt per assignment. The reassessment must be completed within 10 school days of receiving the assessment they want to retake back from the teacher.

Any student who is required to or elects to do a reassessment must first meet with the teacher and develop a reassessment plan (Appendix A). The plan indicates a specific deadline that is strictly enforced.

An appropriate reassessment focuses on an assignment which will demonstrate the student’s competency. When possible, a student should only reassess the relevant part of the assignment or assessment.

When a student completes the reassessment, the teacher records the new grade in the grade book, which replaces the old grade.

- **Mandatory Assessments and Deadlines:** Students are expected to complete assessments in a timely manner, which is the date the teacher sets as an expectation for a formative/summative assessment to be completed and turned in. Any work turned in after the due-date set by the teacher is considered to be late and will be reflected/documented in the student’s Transferable Skills grades. The academic portion will be graded and documented. Students who refuse to complete an assessment on time will receive classroom and/or school-level disciplinary consequences. In a 9-week quarter, a student may submit work during the first eight weeks.

The teacher will work with the student and their parents to resolve the issue of continued late assignments as soon as possible. Teachers will contact parents once a student has 3 missing formative/summative assessments. Students may receive after-school detentions to make up missed assessments. If the behavior persists, the school will work with the family to develop an appropriate plan to address the behavior.

If a student is absent due to illness, they receive two days for every day absent to make up their work. For students who have been absent due to illness, formative/summative assessments are considered “late” **after** the deadline of acceptable missing time of two days per each day out.

- **Averages:** For the report card, final grades will be computed using a traditional average of the summative assessments for each competency.
- **One Term (Rolling) Grading:** At the secondary level, a student’s final overall course grade is cumulative over the entire length of a course; it is not an average of quarter grades.

Determination of Credit for High School Courses

A student will receive credit for a course when both of the following two conditions have been met:

1. They receive a passing overall course grade (numerical grade of 2.6 or higher),
2. They receive a passing grade for each competency (numerical grade of 2.6 or higher).

If one or both of these conditions are not met, the student will need to complete a credit or competency recovery program with approval from the counselor.

Honors/Challenging Class Contracts: The Honors class option at CAES / Challenging class option at PHS will require more out-of-class responsibilities as well as leadership responsibilities in the classroom in order to receive the honors credit on a student transcript. The intention of honors coursework is not to pile students with extra reading or assignments, but rather to allow students to take their learning to a more rigorous level of thinking and to encourage students to make connections to information they are learning and the world around them. An Honors Contract must be completed and turned in for a student to qualify for Honors/Challenging classes. Students will not be able to join the honors courses after 5 days from the start of the course.

Honors students are required to complete all assignments. To be eligible for Honors/Challenging courses, students must have a 3.0 or higher in the class, have no IES scores for academic or Transferable Skills grades, and demonstrate they are an independent learner. Throughout the course, students must demonstrate a passion for learning, complete additional, extended, or self-directed projects and assignments, adhere to all due dates in a timely manner, show growth in Transferable Skills, lead in class discussion & activities, make content connections, and act as a positive role model both in and outside of the classroom.

Students who wish to withdraw from the Honors/Challenging program may do so by completing the Honors Contract Release Form. Students who refuse to complete required assignments in the Honors/Challenging program will be removed immediately and not receive Honors credit. Teachers also reserve the right to release a student from their contract before the end of the first semester. Reasons for a Release of Honors Contract include but are not limited to: failure to meet deadlines, poor academic performance, academic integrity issues, etc...

Credit Recovery: If a student does not receive a passing overall course grade, they will have to recover the credit for that course by repeating it either at the school or by registering for an approved online program. This will be discussed and determined during a meeting that includes the teacher, principal, and guidance counselor.

Competency Recovery: If a student does not receive a passing grade on one or more of the competencies for that course, they will receive an incomplete final grade and they will need to recover each failed competency using an alternative method such as an online module or a teacher-directed project. Once completed successfully, an incomplete grade will be replaced with a grade of “PASS” and the competency recovery will be noted in the transcript with a grade of “PASS.”

Online Grades, Report Cards, and Transcripts

Grades can always be viewed in real time online using the program “Alma.” Each school issues unique logins and passwords for both students and parents to Alma. Alma lists, for each course, the competency grades, work study grades, and overall course grade. Periodically, the school will print for high school students their transcript report, which summarizes all of the course grades and summary success skill grades for a student for their entire high school career.

Honor Roll, Class Rank, and Graduation Titles at the High School Level

Colebrook Academy and Pittsburg High School transcripts follow a very common format that is familiar to colleges and universities around the country. Transcripts report two important statistics: Grade Point Average (GPA) and Class Rank.

Grade Point Average (GPA) is reported on the transcript as both a weighted and a *non-weighted*, cumulative calculation using the scales found in the High School GPA Scale chart in this document. Non-weighted means that all classes, regardless of level, receive the same weight.

Class Rank

Class rank at the high school level is based on a students’ weighted GPA and is calculated at the end of every school year, once all grades have been finalized.

Graduation Titles

Per school board policies, each high school will recognize a valedictorian and a salutatorian at the end of the school year. The two students at each school with the highest weighted GPA at the end of their four years of high school, respectively. The Valedictorian or Salutatorian must have been a student at the High School for his or her entire Sophomore, Junior, and Senior years (six semesters) in Colebrook or Junior and Senior years (four semesters) in Pittsburg.

Additionally, students who achieve a cumulative *non-weighted* grade point average within the following ranges will receive the following graduation honors:

- Summa Cum Laude: 3.7 cumulative GPA or higher (will receive a cord at graduation)
- Magna Cum Laude: 3.4-3.6 cumulative GPA
- Cum Laude: 3.0-3.3 cumulative GPA

Honor Roll**

Quarterly, each high school will produce an honor roll list by grade (9-12). To be eligible for the honor roll, students must be taking a minimum of four classes, and have a 3.0 or higher at reporting time. Pass/fail courses are not included.

- Honors With Distinction: 3.7 annual GPA or higher
- High Honors: 3.4-3.6 annual GPA
- Honors: 3.0-3.3 annual GPA

Transferable Skills Honor Roll: Students may receive recognition for demonstrating proficiency (“3” and above) in all assessed Transferable Skills each marking period.

****Honor Roll will be presented for students in grades 3-8 as well on a quarterly basis to acknowledge and celebrate student successes.**



Reassessment Plan

Purpose: to provide students with the opportunity to learn the concepts, knowledge, and skills, after the assessment that they did not master previously.

In addition to staying caught up on current instruction, you have selected to apply for reassessment on a previously measured learning target/competency. In order to help you meet the competency(s) being assessed, please fill out the learning plan below.

Student Name:

Initial Grade: _____

Teacher/Class:

Date of Reassessment (Must be within **10 school days** of receiving grade):

→Reflect on why you did not meet the targets on this assessment. Why were you under-prepared for the original assessment? Be specific.

→What did you do to prepare for the reassessment? Be specific (i.e., what resources did you use to study/practice? Just saying you studied with no evidence is not sufficient).

In order to reassess you must complete the following steps:

- check your gradebook to review your grade and feedback
- complete this reassessment form for each assessment you wish to be re-assessed on
- complete all required assignments prior to reassessment
- review and correct the original assessment
- provide additional evidence of retake preparation (just saying you studied, without proof, is not acceptable)

Reassessment Activity Options (or other provided by your teacher)

You and your teacher will meet to discuss which activities are recommended/appropriate from the activities listed below to complete the "Preparation Information" section of the reassessment agreement. If you need any additional explanation or information about any of these ideas, please see your teacher. Each activity can only be used once per reassessment.

Sample Activities	Possible Evidence of Completion
Complete missing assignments	Completed assignments
Tutoring with a teacher	Signed note documenting tutor time
Complete assessment corrections	Completed corrected assessment
Complete review exercises	Completed exercises
Research on the topic	Research and resource list

Student Name:

Student Signature:

Date:

Teacher Approval:

Date:

Honors Contract

Collected by/on _____

Please print the following information:

Student Name: _____ Grade: _____

Course (s): _____ Period: _____

_____ Period: _____

_____ Period: _____

_____ Period: _____

The Honors Option at CAES will require more out-of-class responsibilities as well as leadership responsibilities in the classroom in order to receive the honors credit on your transcript. The intention of honors coursework is not to pile students with extra reading or assignments, but rather to allow students to take their learning to a more rigorous level of thinking and to encourage students to make connections to information they are learning and the world around them. Students will not be able to join the honors courses after 5 days from the start of the course.

Eligibility:

- All IES grades on formatives or summatives have been resolved at the time of application
- Current grade is a P (3.0 or higher) in the course
- Demonstration as an independent learner
- May include a summer/independent assignment

Expectations:

- Demonstrate a passion for their learning
- Completion of additional/extended assignments
- Completion of self-directed projects
- Adherence to all due dates in a timely manner (assignments should be fully completed and handed in on time)
- Show growth in Transferable Skills
- Leadership (this might look like...)
 - Leading class discussions
 - Leading small group activities
 - Assisting with classroom activities
 - Making content connections
 - Acting as a positive role model both in and outside of the classroom

Grading: Honors students will be graded on these requirements as well as on assessments inside the regular class curriculum. Honors students are required to complete all assignments.

Release from the contract: Students may be released from their Honors contract before the start of the second semester but must sign a Release of Contract which must also be signed by their parent/guardian and their school counselor. After a student is released from their contract, they will receive regular credit for the course.

Teachers also reserve the right to release a student from their contract before the end of the first semester. Reasons for a Release of Honors Contract include but are not limited to: failure to meet deadlines, poor academic performance, academic integrity issues, etc.. **The final determination regarding the release of the student will be made by the Principal.**

Application Project:

In a format of your choosing (written, oral, or digital), please fully explain the following:

- Why do you feel you meet the eligibility criteria of an honors student?
- What are you hoping to gain from your experience as an honors student and how will you contribute to your class?
- How have you demonstrated that you are an independent learner in the last year?
- Why have you decided to enroll in honors this year in EACH of the identified course(s)?

You only need one Application Project (regardless of the number of honors courses you are applying to).

Return this application and your project to your school Guidance Counselor by the start of the class, but no later than the fifth day from the start of the class.

To be accepted into the Honors program, your project must address all parts of the prompt in order to be considered. You must clearly articulate and organize the answers to the prompt, using detailed and specific evidence to explain your reasoning for each part of the prompt. Projects that do not meet this expectation will not be accepted into the Honors program.

I am interested in enrolling in the HONORS OPTION for the course(s) listed above.

I am aware that the assessments and assignments used for honors students will reflect expectations for honors-level work. In addition, I acknowledge that I will be expected to act as a positive role model in my classes and I will demonstrate leadership skills in the classroom.

I also understand that if I change my mind and decide not to complete the honors option, I must complete the following in order to drop the course before the end of the first semester. After the end of the first semester, there will be no withdrawals.

- Consultation with and signature of the course teacher(s)
- Consultation with and signature of counselor
- Consultation with and signature of parent(s)/guardian(s)
- Complete the Release of Honors Contract (signed by parent/guardian and guidance counselor)

If I refuse to complete required Honors assignments, I will be removed from the program immediately.

If I do not complete the Honors option requirements within the time frame established by the classroom teacher, I will not receive Honors credit.

Student Signature: _____ Date: _____

To be completed by Parent(s)/Guardian(s) of student:

I understand and agree to the terms of the above honors contract.

Parent(s)/guardian(s) signature: _____ Date: _____

Parent(s)/guardian(s) email address: _____

PLEASE PRINT CLEARLY

*This packet must be submitted to your School Guidance Counselor by _____.

Honors Contract Release Form

Release from an Honors Contract: Students may be released **from** their Honors contract before the start of the second semester but must sign an Honors Contract Release Form, which must also be signed by their parent/guardian and their school counselor. After a student is released from their contract, they will receive regular credit for the course.

Teachers also reserve the right to release a student from their contract before the end of the first semester. Reasons for a Release of Honors Contract include but are not limited to: failure to meet deadlines, poor academic performance, academic integrity issues, etc..

I understand that if I change my mind and decide not to complete the honors option, I must complete the following in order to drop the course before the end of the first semester. After the end of the first semester, there will be no withdrawals.

- Consultation with and signature of the course teacher(s)
- Consultation with and signature of counselor
- Consultation with and signature of parent(s)/guardian(s)
- Complete the Honors Contract Release Form

Consultation with course teacher(s)

Course: _____ Consultation Date: _____

Teacher Signature: _____

Course: _____ Consultation Date: _____

Teacher Signature: _____

Course: _____ Consultation Date: _____

Teacher Signature: _____

Course: _____ Consultation Date: _____

Teacher Signature: _____

Consultation with Counselor

Consultation Date: _____ Counselor Signature: _____

Consultation with Parents/Guardians

Consultation Date: _____ Parent/Guardian Signature: _____

Student Signature: _____ Date: _____

SPORTS & EXTRA CURRICULAR ELIGIBILITY

How do grades impact sports eligibility in the middle and high school?

At CAES student athletes need to be passing five out of six subjects with a minimum class grade of 2.6 at reporting time to be eligible for athletics and extracurricular activities. At PSD, student athletes need to be passing three out of four subjects with a minimum class grade of 2.6 at reporting time to be eligible for athletics and extracurricular activities. At SCS, student athletes need to have an “AP” or “P” in five out of six subjects at reporting time to be eligible for athletics and extracurricular activities.

GRADING

Will credit earning be impacted by CBE?

The state of NH requires high school students to acquire credits in different subject matter, CAES and PHS complies with all state requirements. CAES and PSD require more credits than the state minimum.

How will CBE be evaluated?

Faculty are continually assessing their curriculum, instruction and assessment practices. Just as in a “traditional” model of education, faculty are evaluating and updating curriculum, instruction and assessment based on student learning.

How do teachers determine grades? Do teachers get to interpret grades any way they want?

Students are assessed on a predetermined set of criteria embedded in a rubric. Teachers have been provided with and should be following a clear set of instructions related to assessing and grading student work, based on rubrics. Should any student or parent have a concern related to a grade, they should first talk directly to the teacher, and then, if needed the student or parent should reach out to a member of the administrative team.

How is the grading more specific?

Grading in a competency-based system is more specific because teachers are providing students with “next steps for growth” in order to meet competency. This individualized, targeted feedback on assignments and rubrics gives students the ability to focus on what they need to know and be able to do to meet competence.

How will I know how I’m doing in school if we don’t have an overall grade?

Students receive detailed feedback regarding next steps for learning based on the rubrics for each summative assessment. The feedback includes the grades for each competency as well as an overall grade.

What numbers/letters/symbols will be used in this new grading system?

Assigning a number value to student work does not describe the actual learning the student demonstrates. In a competency-based grading system, Performance Indicators (what students must do to demonstrate understanding) describe the learning targets very specifically, giving students and parents more detail about what students know and can do.

How do I know if I passed?

When a student is Proficient on an assessment, the student has demonstrated all of the identified necessary skills, content knowledge, and understandings outlined in the Performance Indicators as described below.

Students must have an “AP” or “P” in five out of six subjects CAES & SCS, or in three out of four subjects at PSD, at reporting time to be eligible for grade 8 promotion to high school.

<p style="text-align: center;">4 Expanding</p>	<p style="text-align: center;">3 Proficient</p>	<p style="text-align: center;">2 Approaching</p>	<p style="text-align: center;">1 Beginning</p>	<p style="text-align: center;">0 IES</p>
<p>Consistently and independently extends and transfers content knowledge and skills beyond essential competencies.</p>	<p>Essential content knowledge and skills are demonstrated consistently and independently with ability to apply and transfer to real-world situations and/or a new task.</p>	<p>Demonstrates the emerging application and transfer of essential content knowledge and skills in familiar tasks.</p>	<p>The student is initiating the ability to demonstrate the essential content, knowledge, and skills.</p>	<p>Insufficient Evidence Shown: The student's work was not completed or turned in.</p>

Does homework still count in CBE?

Yes. Homework is a formative assessment that allows for the teacher and student to guide learning and is highly valued. Homework and classwork may be called practice work. Formative assessments are individualized allowing for further student success and decreases “busy work” that causes stress and anxiety. The work students complete prior to a summative (a cumulative assessment of student mastery) is valued, assessed, and reported. If it’s essential for success, teachers work with students to ensure that they have opportunities to practice skills and apply knowledge.

What is your GPA if you have a Proficient or an Expanding?

There are several factors that determine the answer to this question. As we settle into this new way of measuring student growth, we are hoping that students will see learning and achievement as more than a number on a piece of paper and that students will be able to talk, in depth, about what they know and how they will apply this knowledge.

What does a score of E mean and how is it earned?

An “ E ” or Expanding, represents the application of the concepts in a new or extended way. Different kinds of tasks reflect varied levels of demonstration of understanding by students. Expanding student work reflects a depth of knowledge that is highly complex. All summative assessments provide students with the opportunity to demonstrate Expanding levels of understanding.

How are final grades calculated?

Grades are calculated using “weighted mean across all assignments,” meaning that all grades are averaged. Formative assessments have a weight of 10% while summative assessments have a weight of 90%.

CBE & COLLEGE

Will grading in a competency-based system impact my student's chances of getting into college?

No. In a competency-based system, grades are intended to specifically communicate what students have learned. Students earn credit when they demonstrate competency, the ability to apply their knowledge. In a competency-based system, student achievement is measured using a variety of tools,

including performance assessments and high-quality rubrics. We track student performance with rolling grades, meaning the overall grade is calculated at the end of the course—reports up to that point are simply a snapshot of your student’s progress at that moment in time. Students continually provide evidence of their learning, and that evidence is compared to established proficiency scales.

Another component of competency-based grading is that student behaviors are reported separately from student academic achievement. For example, what do you know about a student who receives a "C" in math? Did that student learn 75% of the material? Did the student learn 100% of the material but not turn in some of his assignments? Did the student only learn 60% of the material but complete extra credit assignments to bring up his grade? A traditional system that mixes behaviors, averaging, and achievement makes it impossible to answer the question. What is worse is that the answer can change from teacher to teacher. A competency-based system attempts to clearly communicate exactly what was learned and what kinds of behaviors (Transferable Skills) are being demonstrated.

Will colleges choose another student from a different school over me because I don’t have a GPA?

A student’s Grade Point Average (GPA) is calculated at the end of every semester and will be reported out on the student’s transcript.

Does moving to competency-based grading practices mean there will be no more class rank or GPA?

Both GPA and class rank can be computed in competency-based grading systems. There are many different ways schools are engaging in this work. Philosophically, class rank isn’t part of a competency-based system. However, it is still required by many colleges so it will continue to be reported.

How do I see my GPA?

At the high school level, quality points are assigned to each of our courses which will be computed using the Competency Grades values assigned by Alma and the point value determined by the level of the course in which the student is enrolled. Higher level courses like Honors or AP (Advanced Placement) will have higher point values than basic level courses. At the Elementary and Middle levels, a GPA is not calculated.

How do you get AP credit for college?

Advanced Placement courses have very specific requirements as determined by the College Board. The curriculum is clearly articulated and must be in line with any AP course wherever it is taught. AP credit is given (pending college review) when a student achieves a 4 or 5 on the common assessment (AP Exam) given to all students across the nation enrolled in that AP course. Nothing has changed for any student taking an AP level course.

How do colleges look at this grading compared to the old system? Are higher level colleges okay with CBE? Do high-achieving students have a chance of attending those schools?

Competency-Based Education (CBE) is not a new concept. College admissions officers process student information from around the world. Each institution has trained staff to process a variety of student information and portfolios from different schools to determine college readiness and determine if their university or college is a good fit for a particular.

Terms & Definitions

Standard	Content or skills that define a content area. Clusters of standards are used to create tasks in which students demonstrate a level of proficiency.
Competency	Essential skill, knowledge, or behavior required for effective performance of a real-world task or activity. Each competency is supported by standards that are reflective of grade level expectations.
Learning Targets	What the student will know or be able to do at the end of a lesson.
Formative Assessment	Formative assessments capture a student's progress through the learning process and explain to what extent a student is learning a concept or skill. They are considered <i>practice</i> and show growth in skills over time. Examples include classwork and homework. Formative assessments are used to determine when students need reteaching, intervention, and extension during the learning process.
Summative Assessment	Summative assessments provide a summary of what a student has learned over a given time period. The goal of summative assessment is to <i>evaluate student learning</i> by comparing it against some standard or benchmark. Examples of summative assessments include major projects, performance assessments, chapter tests, quizzes, research papers, and so on.
Differentiation	The process of applying various strategies to lessons in order to meet student's needs, interests, and strengths.
Rubric	A coherent set of criteria for students' work that includes descriptions of levels of performance quality.
Transferable Skills	"Soft Skills" or Transferable Skills are among the key skills that will ensure that our students are school, life, and career ready. The four transferable skills are Collaborator, Communicator, Innovative Thinker, and Self-Directed Learner.
Feedback	Information about strengths and areas for improvement in student learning, usually given by a teacher, peer, or the student himself on the basis of criteria applied to student work or a progression of student success habits.

ADMINISTRATIVE FAILURE

When a student has been absent, whether excused or unexcused, from a full year course for more than 20 days and a semester course more than 10 days, in one academic year, that student will receive an administrative "F" grade, listed as "AF". Failure due to absenteeism will be designated on a student's permanent record.

Students or parents may appeal any action or decision by the school as a result of absenteeism. The appeal should be made to the Attendance Review Committee through the Guidance Counselor.

ADDITIONAL PROGRAM OFFERINGS

Advanced Placement Courses

Colebrook Academy will be offering Advanced Placement (AP) courses. AP courses are college level courses in a variety of subjects that students can take while still in high school. AP courses are rigorous in nature, and often require higher levels of self-motivation. At the conclusion of the course, students take the corresponding AP Exam. Colebrook Academy covers the cost for all AP Exams, unless a student does not take the exam(s), in which case the student would be required to reimburse the high school for the cancellation fee.

Dual Enrollment

The Community College System of New Hampshire (CCSNH) offers dual enrollment opportunities through their Early College programming at White Mountains Community College and online eStart college courses. These program provide students with the opportunity to affordably earn both college and high school credit while still in high school.

Virtual Learning Academy Charter School (VLACS)

The Virtual Learning Academy Charter School's (V.L.A.C.S.) goal is to use the latest internet technologies to provide our state's high school students with anytime, anywhere internet access to a rigorous, personalized education. Colebrook students should look at V.L.A.C.S. courses over other online high school course programs. A meeting with Mrs. Cloutier for her pre-approval is required if you want to receive credit for the course. A few highlights include:

- Tuition-free for all students residing in New Hampshire
- The Academy is an approved N.H. public school
- Courses are taught by N.H. certified instructors

Contact Information:

V.L.A.C.S. website: www.vlacs.org

Telephone: (603)778-2500, press 0 for general information, press 1 for guidance & registration, or press 2 for technical support

Email: info@vlacs.org for general information, schoolcounseling@vlacs.org for guidance, and helpdesk@vlacs.org for technical support.

Running Start Program

Students at Colebrook Academy have an option to register for the Running Start (RS) programs sponsored by the Community College System of New Hampshire (CCSNH). Colebrook Academy courses that are designated as RS courses have been determined to offer the same content to a course within the CCSNH system. As a result, students who successfully meet the requirements of the course and the RS agreement are eligible to earn college course credit. RS credits are accepted at many college campuses, as well as the University System of New Hampshire. Scholarship options are available on a semester basis.

CAREER AND TECHNICAL EDUCATION PROGRAM

The Northpoint CTE center at Colebrook Academy offers a hands-on, project based learning experience to all students. At the conclusion of our two year programs, concentrators (formerly known as completers) typically accomplish the following career pathways:

- Engage in work based learning opportunities through internships, job shadows, and much more
- Become a more marketable applicant to colleges and employers by earning industry credentials
- Participate in dual enrollment courses that award both high school and college credit through articulation agreements and Running Start.
- Acquire industry-ready skills and earn industry recognized credentials
- Participate in Career and Technical Student Organizations (CTSO's) to make professional connections, attend leadership conferences, and compete against other schools.

Articulation Agreements

There are various articulation agreements between Colebrook Academy and institutions of higher education. These agreements grant postsecondary education credit for the completion of courses at Colebrook Academy.



NEW HAMPSHIRE SCHOLARS



New Hampshire Scholars is a community-based program that encourages students to take a more rigorous Core Course of Study in high school. It is based on a partnership between a community’s local business leaders and its school district. New Hampshire Scholars is coordinated through a partnership between the New Hampshire College and University Council, Campus Compact for New Hampshire and the New Hampshire Department of Education. New Hampshire Scholars is part of the National State Scholars Initiative Network. Twenty-five states across the country participate in this national initiative.

The New Hampshire Scholars Program has four initiative pathways:

1. New Hampshire Scholars;
2. New Hampshire Scholars with a Science, Technology, Engineering, and Math (STEM) Emphasis
3. New Hampshire Scholars with an Arts Emphasis
4. New Hampshire Scholars Career Pathway



In the Course Catalog, all courses approved as part of the NH Scholars Program are indicated with the symbol:

New Hampshire Scholars Initiative Pathways		
All NH Scholars complete the requirements in English, Math, Social Science, World Language and Lab Science		
4 years of English		
4 years of Math		
3 ½ years of Social Science		
2 years of a World Language (not required for Career Pathways Emphasis)		
3 years of Lab Science		
Students are also encouraged to seek experiential learning opportunities & community partnerships/business mentorships		
NH Scholars may also earn the following designations by completing additional requirements		
STEM NH Scholars with STEM Emphasis	ARTS NH Scholars with Arts Emphasis	CAREER NH Scholars Career Pathway
<p>1 additional year of Lab Science</p> <p>1 year (or more) chosen from Technology, Engineering, Computers, Advanced Manufacturing, etc.</p> <p>Minimum 3.2 GPA (weighted, end of 11th grade)</p>	<p>2 years chosen from Visual Arts, Fine Arts, Performing Arts, Music, Graphic Design, etc.</p> <p>Minimum 3.2 GPA (weighted, end of 11th grade)</p>	<p>Completion of one of the following:</p> <ul style="list-style-type: none"> ● Approved NH CTE Program ● Industry-aligned or career-driven Extended Learning Opportunity ● CCSNH Industry cert. sequence ● Formal career pathway <p>Successful engagement in a work-based experience</p> <p>Earned college credits or an industry-valued recognized certificate</p>

For more information please visit <https://nhscholars.org/>

RECOMMENDED POST-SECONDARY ADMISSIONS CRITERIA

College / University Type	Prerequisite College Prep High School Courses	Standardized Testing
Highly Competitive College	4 years of English	SAT Average: 1410 - 1600
	4 years of Math (through Calculus)	ACT Average: 33 - 36
	4 years of Social Science	
	4 years of Laboratory Science	
	3 years of World Language 4 years of English	SAT Average: 1200 - 1390
Very Competitive College	4 years of Math	ACT Average: 28 - 32
	3 years of Social Science	
	3 years of Science (2 lab-based)	
	2 years of World Language (3 years preferred)	
	4 years of English	SAT Average: 1010 - 1190
Competitive College	4 years of Math	ACT Average: 20 - 27
	3 years of Social Science	
	3 years of Science (1 lab-based)	
	2 years of World Language (Recommended)	
	4 years of English	SAT: Not Required
Community College / Trade School	3 years of Math	ACT: Not Required
	2 years of Social Science	
	3 years of Science (1 lab-based)	

Colebrook Academy requires all students to take the SAT as one of the State of NH mandated high school tests in their junior year.

COLLEGE ATHLETICS

Students who plan to participate in Division I or Division II college athletics must register with the NCAA Eligibility Center eligibilitycenter.org and meet specific qualifying requirements. To be certified by the Eligibility Center, each graduate must earn a minimum grade point average of 2.2 (2.3 for Division I) in the core classes listed below and receive a competitive score on the SAT or ACT. Only core courses approved by the NCAA can be used to calculate your GPA. The chart below shows the recommended core course sequence.

How to plan your high school courses
to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

9TH GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

10TH GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

11TH GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

12TH GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

NEW HAMPSHIRE CAREER PATHWAYS

A **Career Cluster** is a group of related careers or jobs. Nationally, and in the state of New Hampshire, there are sixteen (16) Career Clusters that cover practically every career. The Career Clusters are:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Art, Audio/Visual Technology, and Communications
- Business, Management, and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Information Technology
- Law, Public Safety, and Security
- Manufacturing
- Marketing, Sales, and Services
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistic

More information regarding Career Clusters and Pathways can be found on the NH Department of Education website.

COURSE OFFERINGS BY GRADE

Grade 9 Course Offerings

English (4 credits required for graduation)

- Introduction to Literature

Math (4 credits required for graduation)

- Math Skills
- Pre – Algebra
- Algebra I
- Algebra II

Science (3 credits required for graduation)

- Physical Science

Social Studies (2 credits required for graduation)

- World History
- Geography
- Civics

World Language (most colleges require 2 consecutive years of a language)

- Spanish I

Computer Applications (.5 credit required for graduation)

- Information and Communications Technology

Health and Wellness (1.5 credits required for graduation)

- Health
- Physical Education 1

Other Elective Courses to create a Full Credit Schedule:

English – Film as literature, Journalism, Media Literacy, Mythology, Popular Culture, Public Speaking, Research Skills, Science Fiction & Fantasy, Shakespeare, Writing workshop.

Science – Animal & Wildlife, Earth, Ecology, Forensics, Marine Science, Paleontology.

Social Studies – 20th Century Film, Ancient and Medieval, Holocaust.

Art – 3D Sculpture, Band, Chorus, Crafts, Draw & Paint, Math in Art, Media Arts / Animation, Studio Art.

Business – Personal Finance, Work Place Skills.

Physical Education – EPE Lifetime Fitness.

STEM – Intro to hardware / broadcasting, Intro to Programming / Game Design, Planning & Design / CAD I, Robotics & Drones, Web Design.

Technology – Carpentry Fundamentals, HVAC I & II, Intro to Diesel Mechanics, Intro to Plumbing / Electrical, Power Sports, Repairs and Tool Safety, Small Gas Engines, Welding & Metals, Woodworking.

Grade 10 Course Offerings

English (4 credits required for graduation)

- Survey of Literature

Math (4 credits required for graduation)

- Algebra I
- Geometry
- Algebra II

Science (3 credits required for graduation)

- Biology
- Physical Science
- RS Biology

Social Studies (2 credits required for graduation)

- Civics
- NH History

World Language (most colleges require 2 consecutive years of a language)

- Spanish I
- Spanish II

Computer Applications (.5 credit required for graduation)

- Information and Communication Technology

Health and Wellness (1.5 credits required for graduation)

- Health
- Physical Education 1
- Physical Education 2

Other Elective Courses to create a full credit schedule:

English - Film as literature, Journalism, Media Literacy, Mythology, Popular Culture, Public Speaking, Research Skills, Science Fiction & Fantasy, Shakespeare, Writing workshop, RS College Composition, RS Creative Writing.

Science - Animal & Wildlife, Earth, Ecology, Forensics, Marine Science, Paleontology, Astronomy, LNA, RS Chemistry, RS Human Biology, RS Medical Terminology.

Social Studies - 20th Century Film, Ancient and Medieval, Holocaust, Economics, RS Human Growth & Development, RS Legal and Ethical Issues, RS Psychology, RS Sociology.

Art - 3D Sculpture, Band, Chorus, Crafts, Draw & Paint, Math in Art, Media Arts / Animation, Studio Art, RS Drawing with color, RS Introduction to drawing.

Business – CA Investment Fund, Introduction to Business, Personal Finance, RS Marketing, Small Business Management, Work Place Skills.

North Point CTE – Automotive, Culinary, Education, Health Science, Hospitality, Information Tech.

Canaan Career Center – Fire & EMS, Diversified Agriculture, Building Trades, Business, Advanced Manufacturing.

Health – Health, Nutrition

Physical Education – EPE Lifetime Fitness

STEM – CAD II / CAM, Database Design and Management, Intro to hardware / broadcasting, Intro to programming / game design, Planning & Design / CAD I, Robotics & Drones, Web Design.

Technology – Advanced Repairs, Auto Body Fabrication, Carpentry Fundamentals, HVAC I & II, Intro to Auto Body, Intro to Diesel Mechanics, Intro to Plumbing / Electrical, Plumbing / Electrical, Power Sports, Repairs and Tool Safety, Small Gas Engines, Welding & Metals, Woodworking

Grade 11 Course Offerings

English (4 credits required for graduation)

- American Literature
- RS Survey of American Literature

Math (4 credits required for graduation)

- Algebra I
- Geometry
- Algebra II
- Business Mathematics
- Math Skills
- Pre - Calculus

Science (3 credits required for graduation)

- Biology
- Physical Science
- RS Biology

Social Studies (2 credits required for graduation)

- US History

World Language (most colleges require 2 consecutive years of a language)

- Spanish I
- Spanish II
- Spanish III

Computer Applications (.5 credit required for graduation)

- Information and Communication Technology

Health and Wellness (1.5 credits required for graduation)

- Health
- Physical Education 1
- Physical Education 2

Other Elective Courses to create a full credit schedule:

English - Film as literature, Journalism, Media Literacy, Mythology, Popular Culture, Public Speaking, Research Skills, Science Fiction & Fantasy, Shakespeare, Writing workshop, RS College Composition, RS Creative Writing.

Science - Animal & Wildlife, Earth, Ecology, Forensics, Marine Science, Paleontology, Astronomy, LNA, RS Chemistry, RS Human Biology, RS Medical Terminology.

Social Studies - 20th Century Film, Ancient and Medieval, Holocaust, Economics, RS Human Growth & Development, RS Legal and Ethical Issues, RS Psychology, RS Sociology.

Art - 3D Sculpture, Band, Chorus, Crafts, Draw & Paint, Math in Art, Media Arts / Animation, Studio Art, RS Drawing with color, RS Introduction to drawing.

Business – CA Investment Fund, Introduction to Business, Personal Finance, RS Marketing, Small Business Management, Work Place Skills.

North Point CTE – Automotive, Culinary, Education, Health Science, Hospitality, Information Tech.

Canaan Career Center – Fire & EMS, Diversified Agriculture, Building Trades, Business, Advanced Manufacturing.

Health – Health, Nutrition

Physical Education – EPE Lifetime Fitness, Intro to coaching, Weight training.

STEM – CAD II / CAM, Database Design and Management, Intro to hardware / broadcasting, Intro to programming / game design, Planning & Design / CAD I, Robotics & Drones, Web Design.

Technology – Advanced Repairs, Auto Body Fabrication, Carpentry Fundamentals, HVAC I & II, Intro to Auto Body, Intro to Diesel Mechanics, Intro to Plumbing / Electrical, Plumbing / Electrical, Power Sports, Repairs and Tool Safety, Small Gas Engines, Welding & Metals, Woodworking

Grade 12 Course Offerings

English (4 credits required for graduation)

- British Literature
- RS Survey of American Literature

Math (4 credits required for graduation)

- Algebra I
- Geometry
- Algebra II
- Business Mathematics
- Math Skills

- Pre - Calculus

World Language (most colleges require 2 consecutive years of a language)

- Spanish I
- Spanish II
- Spanish III

Computer Applications (.5 credit required for graduation)

- Information and Communication Technology

Health and Wellness (1.5 credits required for graduation)

- Health
- Physical Education 1
- Physical Education 2

Other Elective Courses to create a full credit schedule:

English - Film as literature, Journalism, Media Literacy, Mythology, Popular Culture, Public Speaking, Research Skills, Science Fiction & Fantasy, Shakespeare, Writing workshop, RS College Composition, RS Creative Writing.

Science - Animal & Wildlife, Earth, Ecology, Forensics, Marine Science, Paleontology, Astronomy, LNA, RS Chemistry, RS Human Biology, RS Medical Terminology.

Social Studies - 20th Century Film, Ancient and Medieval, Holocaust, Economics, RS Human Growth & Development, RS Legal and Ethical Issues, RS Psychology, RS Sociology.

Art - 3D Sculpture, Band, Chorus, Crafts, Draw & Paint, Math in Art, Media Arts / Animation, Studio Art, RS Drawing with color, RS Introduction to drawing.

Business – CA Investment Fund, Introduction to Business, Personal Finance, RS Marketing, Small Business Management, Work Place Skills.

North Point CTE – Automotive, Culinary, Education, Health Science, Hospitality, Information Tech.

Canaan Career Center – Fire & EMS, Diversified Agriculture, Building Trades, Business, Advanced Manufacturing.

Health – Health, Nutrition

Physical Education – EPE Lifetime Fitness, Intro to coaching, Weight training.

STEM – CAD II / CAM, Database Design and Management, Intro to hardware / broadcasting, Intro to programming / game design, Planning & Design / CAD I, Robotics & Drones, Web Design.

Technology – Advanced Repairs, Auto Body Fabrication, Carpentry Fundamentals, HVAC I & II, Intro to Auto Body, Intro to Diesel Mechanics, Intro to Plumbing / Electrical, Plumbing / Electrical, Power Sports, Repairs and Tool Safety, Small Gas Engines, Welding & Metals, Woodworking

COURSE OFFERINGS BY SUBJECT

Colebrook Academy is committed to offering courses that meet the needs of students; therefore, some courses may not be offered due to low student interest in the course. New courses may be added when possible, based on student requests.

Weight Key: 0 = 4.0 Scale

+1 = 4.5 Scale

+2 = 5.0 Scale

Senior Seminar

Senior seminar is held in the fall of the student's senior year. During this class students will have the opportunity to meet with college representatives, military representatives and guest speakers. They will also be given the instruction and feedback as to what makes a strong college essay and resume. Time will be allotted for students to fill out and complete college applications, to include essays or employment applications. This course will also offer the opportunity to work on soft skills such as interviewing. Finally this course will teach students about how to handle their own personal finances as well as other aspects of consideration for living on their own.

Credit: 0

Weight: 0

Grade: 12

Length: 1 Semester (Fall)

Business

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.

Credit: .5

Weight: 0

Grade: 9

Length: Semester

Marketing Introduce yourself to the exciting world of marketing! You will learn how products are brought from the idea stage to becoming available on store shelves. Everything from distribution to sales will be explored. Create new products and learn how to market them efficiently. This hands-on course will provide the basis for a career in Marketing. Students find out what it takes to market a product or service in today's fast-paced business environment. They learn the fundamentals of marketing using real-world business examples. They learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management.

Credit: .5

Weight: 0

Grade: 10-12

Length: Semester

Business Math - Prerequisite: Algebra I

This course is designed to build upon previous knowledge and skills to solve a variety of arithmetic problems that are commonly found in business financial situations. Students develop the skills necessary to solve mathematical problems, analyze and interpret data, and apply sound decision-making skills in business financial

situations. Topics include: Taxation, Savings and Investments, Credit Management, Cash Management, Financial Statements. This course will meet one credit towards the mathematics requirement for graduation.

Credit: .5

Weight: 0

Grade: 11-12

Length: Semester

Personal Finance 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.

Credit: .5

Weight: 0

Grade: 11-12

Length: Semester

English

English courses develop students' reading, writing, speaking, listening, and language skills while providing students with an understanding of literary works of value. In these courses students learn to use critical thinking skills to develop an awareness of the way literature mirrors various aspects of the human condition.

Note: English is required all four years at Colebrook Academy

Introduction to Literature (Required)

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.

Credit: 1

Weight: 0

Grade: 9

Length: Full Year

Survey of Literature (Required) 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.

Credit: 1

Weight: 0

Grade: 10

Length: Full Year

American Literature (Required)

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.

Credit: 1

Weight: 0

Grade: 11

Length: 1 Semester

British Literature (Required)

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.

Credit: 1 Weight: 0

Grade: 12 Length: 1 Semester

Film as Literature

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 expect to read and compare portions of 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.

Credit: .5 Weight: 0

Grade: 9-12 Length: 1 Semester

Mythology

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.

Credit: .5 Weight: 0

Grade: 9-12 Length: 1 Semester

Journalism

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.

Credit: .5 Weight: 0

Grade: 9-12 Length: 1 Semester

Popular Culture

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Science Fiction and Fantasy

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Shakespeare

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 their 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 with 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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Writing Workshop

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Public Speaking

In this introductory speech course, students are exposed to a wide variety of speaking situations. Types of speeches include informational, persuasive, demonstration, impromptu, sales, oral interpretation, symposium, and valedictory. Since public speaking is the number one fear of most Americans, the class provides a supportive and low-key atmosphere to help students overcome their anxiety. Some memorable preparation activities include mock trials and survival simulations. Students have said: "Before this class, I never had the guts to speak in public." "This class taught me

to be more self-confident, to talk slower, and to use humor.” “It was one of the most helpful courses I ever took.”

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Research Skills

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Media Literacy

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

RS Creative Writing

In Creative Writing Workshop, students learn and practice the skills, strategies, techniques, and features that form the basis for producing original, well-crafted works of creative writing. To improve the quality of their work, students receive constructive feedback from their peers and instructor. Students compose original works of art through exposure to genres and forms, including the short story, poetry, and drama. The course emphasizes the importance of literary elements, including character, plot, imagery, tone, theme, metaphor, and the like.

Credit: 1

Weight: +2

Grade: 11-12

Length: 1 Semester

RS College Composition

Students learn the fundamentals of writing a research paper by engaging in a semester-long research project that ends with the submission of a seven- to eight-page documented research paper. This research paper represents the culmination of all the research they have done on the topic during the semester. The documentation style students use and for which they are assessed is MLA. Leading up to the final research paper, students engage in activities that relate to their research project: e.g., writing shorter essays, doing annotated bibliographies, evaluating sources, presenting material (to the class or in groups), working with peers, reading scholarly and other sources, and the like.

Credit: 1

Weight: +2

Grade: 11-12

Length: 1 Semester

RS Survey of American Literature

Survey of American Literature introduces students to American literature with emphasis on the post-Revolutionary period, though some pre-Revolutionary texts may be considered for context. The course takes into account elements

of fiction (e.g., theme, plot, character, symbol, style) and offers a critical vocabulary to discuss literature. Students read, analyze, and interpret the works of major American authors within this timeframe. They read closely and critically from a literary perspective, as well as for the range of social, historical, political, and cultural perspectives they represent.

Credit: 1

Weight: +2

Grade: 11-12

Length: 1 Semester

Fine Arts

Studio Art

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Draw and Paint

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Chorus

This class is open to all students who wish to sing and perform in an ensemble. Students will develop their voices 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.

Credit: 1

Weight: 0 (+1 for students identified by

instructor) Grade: 9-12

Length: Full Year

Band

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.

Credit: 1

Weight: 0 (+1 for students identified by

instructor) Grade: 9-12

Length: Full Year

3D Sculpture

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Crafts

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

General Music

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Media Arts / Animation

In this advanced course, students build on the skills they developed in 3D Art I to learn 3D animation techniques. Using Blender, a powerful open source modeling tool, they master the basics of animation—rigging, bones, and movement—while learning how to apply traditional animation techniques to their 3D models. They also learn about jobs in the industry.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Mathematics

Math Skills

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.

NOTE: This course cannot be taken after Pre-Algebra or Algebra I.

Credit: 1

Weight: 0

Grade: 9-11

Length: 1 Year

Pre-Algebra

Pre-Requisites: If a middle school student, recommendation from the most recent Math teacher is required.

The students will master the foundations for a solid mathematical understanding which will prepare them for a successful experience in high school mathematics. Algebraic and geometric concepts will be integrated into every unit and meaningful connections will be made to real-world problem solving.

Credit: 1

Weight: 0

Grade: 9-11

Length: 1 Year

Alternative Algebra I

The Elements of Basic Algebra has grade-level content in an age-appropriate, easy-to-read format. It is appropriate for students with dyslexia, ADHD, or cognitive learning disabilities. Students' progress independently with standards-aligned, self-explanatory lessons. Basic Algebra topics such as, properties, exponents, and order of operations are introduced in a step-by-step, easy to follow format. Students learn through real life examples, and with the inclusion of service-learning opportunities making Algebra easy and fun!

Credit: 1

Weight: 0

Grade: 9-12

Length: 1 Year

Algebra I (Required)

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.

Credit: 1

Weight: 0

Grade: 9-12

Length: 1 Year

Geometry

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.

Credit: 1

Weight: 0

Grade: 10-12

Length: 1 Semester

Algebra II

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.

Credit: 1

Weight: 0

Grade: 10-12

Length: 1 Semester

Pre – Calculus

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

Credit: 1

Weight: 0

Grade: 10-12

Length: 1 Semester

Math in Art

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.

Credit: 1

Weight: 0

Grade: 9-12

Length: 1 Semester

AP Calculus

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.

Credit: 1

Weight: +2

Grade: 11-12

Length: 1 Semester

Science

Physical Science

(Required)

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.

Credit: 1

Weight: 0

Grade: 9-10

Length: 1 Semester

Forensics

Prerequisite: Biology

Forensics is a mixed science involved with finding connections between people, places and things in association with criminal activities. It is a science that was designed to aid the justice system. This class does hands-on activities along with virtual labs to deepen our understanding into the investigative process and criminal actions.

Credit: .5

Weight: 0

Grade: 10-12

Length: 1 Semester

Biology (Required)

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

Credit: 1

Weight: 0

Grade: 9-10

Length: 1 Semester

Marine Science

Prerequisites: Biology or Physical Science

This new, robust high school course blends Life, Earth and Physical Science and includes STEM pedagogical strategies that help students understand integrated science content in the context of the ocean - Earth's greatest resource. We will apply our knowledge of Biology to marine life, understanding how the ocean works and how life forms function in this other world, classifying organisms, understanding the different types of life, as well as understanding the physical aspects of the ocean, like tides, currents, dead zones, etc. Our goal is to explain the scope and methodology of marine science and the role that scientific investigations play on the search for scientific understanding of the sea.

Credit: .5

Weight: 0

Grade: 10-12

Length: 1 Semester

Animal & Wildlife Science

In this course, study focuses on the science, research, and business of animals and other living organisms. It teaches students how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any other outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals. Students study large, small, and specialty animals and cover animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, and marketing. Students explore the necessary elements--such as diet, genetics, habitat, and behavior--to create humane, ecologically and economically sustainable animal production systems, as well as preserving and conserving the environment for all of Earth's animals.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Earth Science

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

Regular formative assessments are given along with larger summative projects.

Research Papers 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.
1. Learn specific study skills such as reading comprehension, logical thinking, note-taking, etc.
2. 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).

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Ecology

Prerequisites: Biology

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. Research papers and presentations are required.

NOTE: Grade 10 with teacher permission

Credit: .5

Weight: 0

Grade: 11-12

Length: 1 Semester

Paleontology

From cephalopods and the agnathia to the woolly mammoth and the Dinosauria, Paleontology offers high school students the opportunity to learn about the prehistoric creatures that roamed the earth before modern man, as well as fossils, plants and paleontology as a field of study. We will examine the biology, ecology and Earth sciences from times long before humans. Dinosaurs will only be a portion of the topics. Others would be previous climate changes and climate disasters, evolution, extinctions and the variety of plants and animals from all different periods.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Astronomy

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

Credit: .5

Weight: 0

Grade: 10-12

Length: 1 Semester

Anatomy & Physiology II

Prerequisites: Biology, Human 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. Regular formative assessments are given along with larger summative projects. Lab reports and presentations are required.

Credit: 1 Weight: +1
Grade: 11-12 Length: 1 Semester

RS Chemistry

Prerequisites: Algebra I, Algebra II

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

Credit: 1 Weight: +2
Grade: 10-12 Length: 1 Semester

RS Human Biology

This one-semester course in Human Biology introduces students to the structures and functions of the human body. Background information includes chemistry for human biology, cell structure and function, and human organization. Major topics include the digestive, circulator, lymphatic, respiratory, urinary, skeletal, muscular, nervous, and reproductive systems, along with the senses and basic genetics. Laboratory activities are designed to enhance and reinforce selected lecture topics. Integrated laboratory work augments lecture topics. The course is designed for those involved in direct patient care as medical assistants or for those pursuing a career in medical billing and coding.

Credit: 1 Weight: +2
Grade: 10-12 Length: 1 Semester

RS Medical Terminology

Medical Terminology applies a system’s approach to teaching the vocabulary necessary for persons employed in the allied-health professions. Topics include medical vocabulary, medical history, physical examination, an introduction to anatomy, and all body systems, including eye, ear, nose, and throat. Topics also include surgery, pathology, discharge summaries, mental health, and autopsies.

Credit: 1 Weight: +2
Grade: 10-12 Length: 1 Semester

RS Biology

This course is a one-semester college-level course in biology covering the fundamental concepts of the molecular basis of life, cell theory, cell division, cellular respiration, photosynthesis, DNA, RNA, and basic genetics. It offers a survey of life and an introduction to taxonomy, evolution, and basic ecology. The course includes integrated laboratory work.

Credit: 1 Weight: +2

Grade: 10-12

Length: 1 Semester

Introduction to Nursing & Healthcare

This course is a year-long course covering anything from the history of nursing to patient care. It's an elective course for students who may or may not end up going into the North Point Health Sciences program. I

Credit: 1

Weight: 0

Grade: 10-12

Length: 1 Semester

Social Studies

Ancient and Medieval

This is a survey course that begins with the civilizations of the ancient Near East and continues through the Reformation in Europe. Students focus on the geographic, political, social, economic, and cultural factors that have shaped the development of ideas and institutions from Mesopotamia to the present day.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Economics

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Geography

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.

Credit: .5

Weight: 0

Grade: 9-10

Length: 1 Semester

Civics (Required)

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.

Schools are required to administer the full 128 question civics test developed by USCIS.

Schools are required to create a local, competency-based assessment for students that includes, but is not limited to, the nature, purpose, structure, function, and history of the United States government, the rights and responsibilities of citizens, and noteworthy government and civic leaders.

Credit: .5

Weight: Grade: 10-12

Length: 1 Semester

US History (Required)

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

NH History (Required)

NH History is broken down into separate units, which will coincide with different eras in New Hampshire history. Each era will be addressed in terms of its 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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

World History

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.)

Credit: .5

Weight: 0

Grade: 9-10

Length: 1 Semester

Holocaust

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.

Credit: .5

Weight: 0

Grade: 11-12

Length: 1 Semester

Introduction to Psychology

This will serve as a basic introduction to the field of Psychology. Students will explore such topics as behavior, the mind and body, development, and modern trends in the field. An emphasis will be placed on research, speaking, and analytical skills. Individual and group projects, labs, etc. will be implemented to broaden students' knowledge.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

20th Century Film

In this course we will study the effect different time periods have on the media that is created during that period. We will focus on how films are a reflection of the time period, showing what people cared about and what they wanted.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Current Events

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Sociology

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.

Credit: .5

Weight: 0

Grade: 11-12

Length: 1 Semester

World Religions

Pre-Requisites: At least 1 social studies credit

World Religions is an elective Social Studies course which will examine religion through a historical, social, political, and economic lens. Students will understand the connection between religion and society, and the many way these two ideas are intertwined. By looking at both the origins of religion and our modern world, students will have a fuller understanding of the beliefs, culture, and conflict surrounding the religions of the world. We will cover a variety of religions from all over the world throughout the year, examining each through historical, cultural, and sociological contexts. Units of study will include Ancient Religion, Christianity, Judaism, Islam, Eastern Religions, African Religions, and Cults and Modern Religions.

Credit: .5

Weight: 0

Grade: 10-12

Length: 1 Semester

Political Science

Pre-Requisites: Civics

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic

competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of social studies.

Credit: .5 Weight: 0

Grade: 11-12 Length: 1 Semester

Abnormal Psychology

Abnormal Psychology surveys abnormal psychology and mental illness. The course involves presentation and discussion of topics such as major disorders, mental illnesses, and the psychological, social, and cultural impact of mental disorders. The course also covers the use of diagnostic criteria, recent developments in treatment, and legal and ethical issues.

Credit: .5 Weight: 0

Grade: 11-12 Length: 1 Semester

RS Legal and Ethical Issues

Legal and Ethical Issues introduces concepts of ethics from their origin in antiquity to their application in today's world. The course explores morality, moral values, and the codification of these values into our legal system. It likewise examines major contemporary ethical issues enabling students to engage in the process of ethical decision-making.

Credit: 1 Weight: +2

Grade: 10-12 Length: 1 Semester

RS Human Growth & Development

Human Growth and Development explores human development from a psychological point of view. The course emphasizes the developmental stages of the lifespan, along with cognitive growth patterns.

Credit: 1 Weight: +2

Grade: 10-12 Length: 1 Semester

RS Psychology

Psychology is an introductory course that surveys the behavioral science of psychology. Students explore personal and social behaviors through topics that include consciousness, memory, learning, perception, physiology, sexuality, cognition, abnormal behavior, and developmental processes. Applied research projects are an integral component of the course, which emphasizes the analysis of data, along with the theories and trends in the field.

Credit: 1 Weight: +2

Grade: 10-12 Length: 1 Semester

RS Sociology

Sociology introduces students to the scientific study of society and social life. It focuses on the ways that societies develop, persist, and change. The course places particular emphasis on group processes.

Credit: 1 Weight: +2

Grade: 10-12 Length: 1 Semester

Criminal Justice I & II

Introduction to Criminal Justice covers the history, development, and current state of the criminal justice system in the United States, along with the challenges it faces. When appropriate, students visit relevant

agencies. Credit: .5

Weight: +1

Grade: 10-12

Length: 1 Semester

Criminology I & II

Criminology conducts a detailed analysis of the development of criminological theory, taking into account the contributing disciplines of biology, psychology, sociology, and political science, applying integrated theory to combine these disciplines. The course also pays attention to the offender/ victim relationship.

Credit: .5

Weight: +1

Grade: 10-12

Length: 1 Semester

Stem

Intro to Computer Science

This course 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 internet and the digital realm's effects on daily life. This course is designed to give students the skills and basic computer science knowledge necessary to compete in today and tomorrow's workforce.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Intro to Technology

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Planning and Design / CAD I

Prerequisite: Introduction to Technology

This course is an introduction to the Design Process and will allow students the opportunity to learn, demonstrate, and utilize basic technical skills in measuring, sketching, drawing, drafting, 3D CAD and more.

Credit: .5

Weight: 0

Grade: 10-12

Length: 1 Semester

CAD II / CAM

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 3D print prototyping.

Credit: .5

Weight: 0

Grade: 10-12

Length: 1 Semester

Web Design

Prerequisites: ICT, Intro to Computer Science

Web design is a class that will require students to create modern and adaptive web pages for personal or business use. This course begins with a deeper understanding of HTML and the introduction of CSS, and focuses on the user interface and experience of modern web pages. Students will be expected to work collaboratively as well as individually.

Credit: .5

Weight: 0

Grade: 10-12

Length: 1 Semester

Game Design

Prerequisites: ICT, Introduction to Computer Science, and Web Design

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 class time/school hours.

Credit: .5

Weight: 0

Grade: 10-12

Length: 1 Semester

Robotics

Prerequisite: Introduction to Technology

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

AP Computer Science

Prerequisites: ICT, Introduction to Computer Science, and Web Design as well as Algebra I and Algebra II

Students who complete this course will become familiar with the concepts and tools of computer science as they learn a subset of the Java programming language. They will do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks. Students will design a program, develop the algorithms it needs, and write code to implement them. They will also test program code and correct errors and document and explain how program code works. In May, all students will take the Advanced Placement College Board exam.

Credit: 1

Weight: +2

Grade: 10-12

Length: 1 Semester

RS PC OS Security and Cloud Fundamentals

This course is a continuation of the current material taught in IST 104C with emphasis placed on CompTIA's Core 2

Objectives. Labs and hands-on activities are used extensively to illustrate concepts. Topics include installing, maintaining, troubleshooting, and optimizing computer operating systems. Significant time is dedicated to security topics, best practices, and exploring real-world security issues. Mobile devices, virtualization, and software diagnostic utilities are also covered. This course prepares students for the second exam in CompTIA's A+ certification path.

Credit: 1

Weight: +2

Grade: 10-12

Length: 1 Semester

RS PC/Mobile Hardware and Networking

An in-depth exposure to computer hardware concentrating on CompTIA A+ Core 1 objectives. Students learn the functionality of computer hardware and suggest best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure computer hardware and the basic installation of Windows operating systems. In addition, an introduction to networking is included. This course prepares students for the first exam in CompTIA's A+ certification path, CORE 1 (220-1001). Students registering for this course should be proficient in daily computer use (such as downloading and installing software from the internet) and should be familiar with basic computer terms.

Credit: 1

Weight: +2

Grade: 10-12

Length: 1 Semester

RS Programming Essentials in Python

Covers all the basics of programming in Python, as well as general computer programming concepts and techniques. The course also familiarizes the student with the object-oriented approach. Students have access to hands-on practice materials, quizzes, and assessments to learn how to utilize the skills and knowledge gained on the course and interact with some real-life programming tasks and situations. The aim of the course is to familiarize students with general computer programming concepts like conditional execution, loops, Python programming language syntax, semantics, and the runtime environment, as well as with general coding techniques and object-oriented programming. This course is aligned towards the PCAP industry certification and once students complete this course they will be ready to take the PCAP –Certified Associate in Python programming. The Python Institute offers students who successfully complete the PCAP | Programming Essentials in Python course a 51% discount on the list price for the PCAP | Python Certified Associate Programmer Certification exam taken at Pearson VUE Testing Centers.

Credit: 1

Weight: +2

Grade: 10-12

Length: 1 Semester

RS Database Design and Management

Introduces students to the basic concepts used in database design and advanced topics such as structured query language (SQL), data modeling, table creation, normalization, views, forms, queries, and reports. The lab component includes development of business applications using a relational database, MS SQL Server. This is an entry-level course. No prior database knowledge is needed.

Credit: 1

Weight: +2

Grade: 10-12

Length: 1 Semester

Technology

Small Gas Engines

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.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Woodworking I & II

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 permitting include: 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.

Credit: 1

Weight: 0

Grade: 9-12

Length: 2 Semester

Power Sports

Students in this course will learn shop safety and personal protection, four-cycle theory, two-cycle theory, Tools & Equipment – identification, proper usage, Fasteners & thread repair, 4-cycle Engine (top end) disassemble & reassemble, Oil and lubrication, Carburetors & fuel systems, Basic Electrical Theory & Hands-on Applications, Fuel Injection, Ignition Systems, Starting Systems, Precision Measuring, Transmission & Clutch, Suspension Systems, Parts & service manuals

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Intro to Diesel Mechanics

Introduces the student to the tools and equipment used in a heavy-duty diesel shop, diesel shop work orders, vehicle classifications, fasteners and repair hardware, rigging and lifting, and basic diesel shop equipment operation.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Intro to Plumbing / Electrical

Introduction into plumbing, electrical and mechanical systems and how they apply to project management, including codes, inspections, sequence of events and estimation. Upon completion of this course, students will understand the basic fundamentals of plumbing, electrical and mechanical systems.

Credit: .5

Weight: 0

Grade: 9-12

Length: 1 Semester

Plumbing / Electrical

Prerequisite: Intro to Plumbing / Electrical

Students will learn advanced plumbing and electric in the fields of renewable energy resources. Specific learning will explore solar electric, solar thermal, hydroelectric, and wind generation.

Credit: .5 Weight: 0

Grade: 10-12 Length: 1 Semester

Welding & Metals I / II

This class is an introduction to an exciting and lucrative career! Students will become familiar gas and plasma cutting, brazing, arc welding, wire feed welding and TIG welding. They will also learn the importance of measuring precisely and drawing items to scale.

Credit: 1 Weight: 0

Grade: 9-12 Length: 2 Semester

Repairs and Tool Safety

In this class students will learn a variety of everyday skills that will help them beyond the classroom. Topics such as changing a tire, changing and checking oil, changing a lightbulb, unclogging a drain etc will be the focus of this class allowing students to gain the everyday skills they may not have the chance to learn.

Credit: .5 Weight: 0

Grade: 9 -12 Length: 1 Semester

Advanced Repairs

Prerequisites: Repairs and Tool Safety

In this class students will learn a variety of advanced everyday skills that will help them beyond the classroom. Topics will vary dependent on learning from previous class.

Credit: .5 Weight: 0

Grade: 9 -12 Length: 1 Semester

Intro to Auto Body

This course is designed to expose the students to different industry terminology, safety practices, auto body estimating and basic auto body repairs. This course is for the students to receive basic industry based training before stepping up to higher level courses in this field.

Credit: .5 Weight: 0

Grade: 9 -12 Length: 1 Semester

Auto body fabrication

Students in introductory custom fabrication courses study the basic skills of measuring, pattern development, fastener selection and mechanical drawing. Additional instruction includes sheet metal fabrication, body soldering and metal shaping. Students in custom fabrication courses have access to many specialized tools, including bead rollers, power hammers, English wheels and louver presses. Students will learn to work with the latest in robotics, sensing technology and computers.

Credit: .5 Weight: 0

Grade: 9 -12 Length: 1 Semester

Carpentry Fundamentals

In this course, you will learn basic residential carpentry techniques beginning with a comprehensive unit on workplace and tool safety and progressing through residential framing techniques. Units of study will include: tool selection and usage, plan reading, layout, footings and foundations, and floor and wall systems. You should be comfortable on ladders and with working outside in a variety of conditions.

Credit: .5

Weight: 0

Grade: 9 -12

Length: 1 Semester

Carpentry Framing & Finishing

A study of carpentry framing and finishing techniques. Focus is on roofing, thermal and moisture protection, exterior finishing, steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, trim work, and cabinet installation and fabrication.

Credit: .5

Weight: 0

Grade: 9 -12

Length: 1 Semester

HVAC I & II

This course introduces the fundamental concepts and principles that apply to the HVAC industry. Topics include a basic understanding of; thermodynamics, industry terminology and units of measurement, common HVAC systems and components, materials used in the installation of HVAC equipment and methods for joining materials. Industry standards and codes are explored. Techniques for proper use of hand and power tools are presented. Safely working on HVAC systems and components is emphasized.

Credit: 1

Weight: 0

Grade: 9-12

Length: 2 Semester

Wellness

Health (Required)

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.

Credit: .5

Weight: 0

Grade: 9 -12

Length: 1 Semester

Physical Education (Required)

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.

Credit: .5

Weight: 0

Grade: 9 -12

Length: 1 Semester

EPE – Lifetime Fitness

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, snow shoeing, biking, and fitness walking and lawn activities.

Credit: .5

Weight: 0

Grade: 9 -12

Length: 1 Semester

Nutrition

This course takes students through a comprehensive study of nutritional principles and guidelines. Students will learn about world-wide views of nutrition, nutrient requirements, physiological processes, food labeling, healthy weight management, diet related diseases, food handling, nutrition for different populations, and more. Students will gain important knowledge and skills to aid them in attaining and maintaining a healthy and nutritious lifestyle.

Credit: .5

Weight: 0

Grade: 9 -12

Length: 1 Semester

Intro to Coaching

Introduction to Coaching focuses on the various responsibilities of a coach and the skills needed to successfully fill this important position. Throughout the course, students will explore various coaching models and leadership styles, sports nutrition and sports psychology, as well as safety, conditioning, and cross-training. Students will learn effective communication, problem-solving, and decision-making skills. The course will also introduce students to game strategy, tactical strategy, skills-based training, and coaching ethics.

Credit: .5

Weight: 0

Grade: 10 -12

Length: 1 Semester

Weight Training

This class will concentrate on weight resistance. Students will develop individual fitness plans that work on total body fitness. Credit: .5

Weight: 0

Grade: 10 -12

Length: 1 Semester

Foundations of Sports Medicine

This course provides high school students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an

understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Students enrolled in this class will not provide patient care.

Credit: .5

Weight: 0

Grade: 10 -12

Length: 1 Semester

World Language

Spanish I

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.

Credit: 1

Weight: 0

Grade: 9 -12

Length: 1 Year

Spanish II

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.

Credit: 1

Weight: 0

Grade: 10 -12

Length: 1 Year

Spanish III (RS Spanish I teacher discretion)

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.

Credit: 1

Weight: 0

Grade: 11 -12

Length: 1 Semester

Spanish IV (RS Spanish II)

Prerequisite: Spanish III

NOTE: There is a strong likelihood that Spanish III would be combined with Spanish IV if there are students ready for that level.

Cultural Film Studies

Prerequisite: Spanish I

A course designed to improve speaking abilities while learning about Hispanic cultures and cinema in context. The course aims to provide the students with lexical and grammatical tools to allow them to engage in formal and informal discussion on a variety of topics informed by the films provided. Additionally, there will be several writing exercises throughout the semester that will help students improve their writing abilities. By the end of the course, students should have a better command of all linguistic skills, especially listening comprehension, fluency and accuracy in their speech.

Credit: .5

Weight: 0

Grade: 10 -12

Length: 1 Semester

Career and Technical Education

New Hampshire's Region #1 Career and Technical Education Centers include:

- North Point CTE (Colebrook)
- Canaan Career and Technical Center (Canaan)

The Region #1 CTE centers provide students from Colebrook Academy as well as the other area high schools the opportunity to study their career interests in greater depth. It is our goal that students are "College and Career Ready" when they complete one of the CTE programs.

To this end, CTE programs:

- Develop specific skills required for success in different careers;
- Academically and technically prepare students to pursue further education or employment after high school;
- Develop employability skills that are desirable in any career field.

Many of the programs at both CTE centers provide students with the opportunity to earn college credit while in high school and/or to earn certifications that are recognized by industry. Colebrook Academy students also have the opportunity to enroll in CTE programs offered at the Canaan Career and Technical Center at Canaan high school. Course descriptions for these programs are included in this section of the Program of Studies.

North Point CTE Center Program (Colebrook)

Hospitality & Tourism Cluster:

Culinary Arts

Hospitality

Transportation, Distribution & Logistics Cluster

Automotive

Education & Training Cluster

Teacher Prep

Health Science Cluster

Health Science

Information Technology Cluster

Information Technology

Hospitality & Tourism Cluster

Culinary Arts I

Culinary Arts I is an industry-based class for those wishing to pursue a career in the restaurant management and culinary arts fields. Students are expected to become proficient on all the major areas of Culinary Arts: Knife skills, sauté, grilling, roasting, frying, and plate presentation. Additionally students are required to perform at industry standard levels of safety and sanitation. The curriculum for Culinary Arts I will be the National Restaurant Association's ProStart, Level 1 program, which also covers many concepts in restaurant management. Successful completion of ProStart, Level 1 earns the students national certification. Other academic work will be required, students are expected to have solid academic skills in both mathematics and reading comprehension. Students also need to have the ability to work as an integral part of a group in order to execute functions, etc. Participation in competitions and events is expected.

As per NH Health Code, students are required to wear and maintain a chef's jacket, hat, and apron at all times in the kitchen.

Credit: 4

Weight: +2

Grade: 10 -12

Length: 1 Year

Culinary Arts II Pre requisite: Culinary Arts I

Culinary Arts II is designed to continue preparation of students for further education at the post-secondary level, apprenticeship, or for employment at an entry level position within the culinary field. The student is expected to master the basics of Culinary Arts: knife skills, sauté, roasting, frying etc. The student will be expected to plate all items for presentation, with focus on eye appeal. Industry based and nutritionally sound portions/plate presentations will be stressed, as well as their impact on the customer, health issues, and public perceptions. Far more attention to detail is expected in the student's daily tasks. The student will be held to a more rigorous grading scale. The students will be expected to meet or exceed industry standards regarding safety and sanitation. Students will be expected to cost our food items on a frequent basis, in order to become aware of "food cost" components of the industry and how it relates to seasonal items, profit and loss, and the overall operation of a restaurant.

As per NH Health Code, students are required to wear and maintain a chef's jacket, hat, and apron at all times in the kitchen.

Credit: 4

Weight: +2

Grade: 10 -12

Length: 1 Year

Hospitality I

The North Point Hospitality program introduces high school sophomore and junior students to careers in management focusing on the hospitality and tourism industry. North Point Hospitality I will expose students to on-the-job training, projects, job shadowing, and employment opportunities. This, coupled with a comprehensive and dynamic curriculum created by the American Hotel & Lodging Educational Institute, creates an experience that builds business and management skills applicable and transferable to other industries.

Credit: 4

Weight: +2

Grade: 10 -12

Length: 1 Year

Hospitality II

Pre requisite: Hospitality I

The North Point Hospitality II will further immerse juniors and seniors into careers in management, focusing on the hospitality industry. Through partnerships with community leaders, take on management and leadership positions at their job shadows where they will intern in their prospective career department. The second year of the curriculum created by the American Hotel & Lodging Educational Institute continues to build business, management and leadership skills. Upon completion of the two-year program, students will have the necessary foundations to begin a career within

the hospitality industry or to continue their education at the post-secondary level. National certification is available to students who pass exams at the end of both year one and year two of the program.

Credit: 4

Weight: +2

Grade: 11 -12

Length: 1 Year

Transportation, Distribution & Logistics Cluster

Automotive I

Pre requisite: Algebra I

If you are interested in the fast growing automotive and transportation industry including auto technician, truck and diesel technician, auto collision technician, motorcycle and boat maintenance as well as many engineering and fabrication industries, this course is for you. This is the first in a two-year program designed for sophomores and juniors. This program follows an ASE certified curriculum and is sponsored by the NH Auto Dealers Association. Students gain hands on skills working on vehicles. First year students will learn about safe tool usage, shop practices and lift safety, as well as preventative maintenance, braking, and suspension systems. Students will earn the SP2 safety certification, ALI lift certification, and Valvoline Oil certification. This course will prepare students to take the ASE certification tests in brake and suspension systems.

Credit: 4

Weight: +2

Grade: 10 -12

Length: 1 Year

Automotive Technology II

Pre requisite: Automotive I

This program completes an ASE certified curriculum which is sponsored by the NH Auto Dealers Association. Automotive Technology II 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. The Auto Club, a chapter of Skills USA, is involved in two auto competitions with many scholarships available to top competitors. This course will prepare the student to take the ASE certification tests in electrical and engine performance.

Credit: 4

Weight: +2

Grade: 11 -12

Length: 1 Year

Education & Training Cluster

Teacher Education I

This course is ideal for students who are interested in a career in education. Students will learn about the many career opportunities available in education and the important roles these occupations play in the education world. As part of this course students explore the interrelatedness of different areas of development and how child development, environments, and experience all affect a child's learning. Students learn practical guidance and discipline techniques, lesson planning and teaching strategies used in the classroom. Students divide their time between classroom instruction and student-teaching in our elementary classrooms. Teacher Education I units include Growth and Development, Observation and Assessment, Developmentally Appropriate Practices, Diversity, Theory and History of Education, Curriculum planning, and Differentiated Instruction.

Credit: 4

Weight: +2

Grade: 10 -12

Length: 1 Year

Teacher Education II

Pre requisite: Teacher Education I

Teacher Education II is a continuation of the Teacher Education I course. Emphasis is on further exploration of teaching and students are channeled toward the age and subject that they are interested in. Students choose to focus their studies on Early Childhood, Elementary Education, Secondary Education, or Special Education. Job shadows, internships and student teaching can be individualized to accommodate each student's interests and needs. Students continue to practice their skills of planning and presenting lessons that focus on creativity, diversity, and individual learning styles including working with those with special needs. Students continue to divide their time between classroom instruction and student teaching. Students are placed where they work alongside a veteran teacher as a teacher's aide. Students completing this two year course will be well prepared to enter a two or four-Year College and continue their studies towards a career in education.

Credit: 4

Weight: +2

Grade: 11 -12

Length: 1 Year

Health Science Cluster

Health Science I

Pre requisites: Algebra I and Biology

Health Science I is an exciting program for students interested in pursuing a health career or a career in the human service field. Students have academic studies combined with "hands-on" clinical work. First year students learn about the broad spectrum of health careers available to them through audio/visuals in the classroom, guest speakers, field trips, and job shadowing. They study the body systems (anatomy & physiology), patient safety, medical terminology, basic aspects of patient care, communication assessment, and leadership skills.

Credit: 4

Weight: +2

Grade: 10 -12

Length: 1 Year

Health Science II

Pre requisite: Health Science I

During the second year of the program, students complete their study of anatomy and physiology, and concentrate on completing all the required HST competencies at a proficient level. Part of the curriculum is tailored to the individual needs of the student with more in-depth career choice of study and the completion of clinical student internships. Students will build on the skills they learned during the first year and will continue to develop clinical, leadership, assessment, and communication skills in the classroom lab and in the health care community.

Second year students may take the LNA (License Nursing Assistant) course. After passing the State Licensing Exam, they can obtain their LNA and are eligible for employment as an LNA when they graduate from high school. The phlebotomy career tract is also offered for students interested and can lead to NHA (National Health career Association) certification in phlebotomy.

Credit: 4

Weight: +2

Grade: 11 -12

Length: 1 Year

Information Technology Cluster

Information Technology

Pre requisite: Algebra I

Information Technology I provides students with the basic skills to make a computer follow your command. Students will utilize formal logic to understand how a computer "thinks," and be introduced to several technical computer languages. Information Technology I also provides students with an understanding of structured, procedural and event-driven programming. Students will develop techniques for problem solving through the application of a variety

of programming techniques and will gain experience in program planning, design, and coding as they complete lab work and assignments including games, simulations and productivity applications.

Credit: 4

Weight: +2

Grade: 10 -12

Length: 1 Year

Information Technology II

Pre requisite: Information Technology I

Information Technology II teaches the Java programming language, program planning, object-oriented design and Java language syntax. Students learn how to complete Java applets, as well as, stand-alone programs. This program also allows students to add to their programming credentials by introducing the C++ language to create platform-independent applications and independent software.

Credit: 4

Weight: +2

Grade: 11 -12

Length: 1 Year

Canaan Career and Technical Center (Canaan)

Agriculture, General Cluster

Diversified Agriculture

Business / Commerce, General Cluster

Business Management and Administration

Manufacturing Technology / Technician

Cluster **Manufacturing Technology**

Construction Trades Cluster **Construction**

Trades

Security and Protective Services

Fire Science / Fire Fighting

IMPORTANT RESIDENCY INFORMATION

DISTRICT/STATE/FEDERAL POLICY STATEMENTS

RESIDENCY

Pursuant to SAU 7 School District policy, every family must provide acceptable evidence of residency. If biological parents are no longer together, proof of a parenting plan must be provided so we can establish residency. Such evidence may include:

- A copy of a residential lease or proof of ownership of a house, such as a deed or mortgage statement.
- A statement by a third-party landlord, owner or tenant from whom the parent is in lease with whom they share property within the district, which must be sworn.
- Such other statement by a third party establishing the parent(s) or person(s) in parental relation's physical presence in the district; and/or
- Other forms of documentation, which may include, but will not be limited to:
 - Pay stub
 - Utility or other bill
 - Official driver's license

NOTICE OF DRUG FREE WORKPLACE

The Colebrook School District complies with all of the provisions required under the Drug Free Workplace Act of 1988. The public is hereby notified that the manufacture, distribution, possession, sale, and/or use of any controlled substance or look alike by any student or staff member is strictly prohibited.

NOTICE OF NONDISCRIMINATION

It is the policy of Colebrook Academy & Elementary School 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 Billie Paquette, Administrative Assistant, SAU #7 Office, 21 Academy Street, Colebrook, New Hampshire 03576. (Tel. 603-237-5571 Ext. 4110)

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.

Note: Sexual harassment was defined by the U.S. Equal Employment Opportunity Commission (EEOC) in 1980 as follows: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonable interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Such behavior is seen by EEOC as a form of sex discrimination and a violation of Title VII of the Civil Rights Act of 1964, as amended. It is also seen as a form of sex discrimination under

Title IX of the Educational Amendments of 1972, which prohibits sexual harassment of students as well as employees.

GRIEVANCE PROCEDURE

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.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

The Federal Family Education Rights and Privacy Act of 1974 (20 USCS §1232g) and regulations adopted by the U.S. Department of Health, Education and Welfare (45 CFR §99.67) grant parents of students, along with eligible students (those who have attained 18 years of age or who are attending institutions of postsecondary education), certain rights relative to records maintained by the Colebrook School District. These rights include the following:

1. Parents may inspect and review the education records of their children, and eligible students may inspect and review their own education records.
2. A parent, or an eligible student, may request that the student's education records be amended and may request a hearing if the records are inaccurate, misleading, or invade the privacy or other rights of the student.
3. The statute and regulations forbid the disclosure of personally identifiable education records without prior written consent from the parent or eligible student, except in certain specific situations.
4. In order to implement the statute and regulations, the Colebrook School District has adopted a written policy, which is available to parents and eligible students upon request.
5. One of the situations where information regarding a student may be released without prior consent is when the data consists of directory information, which includes a student's name, address, date of birth, place of birth, attendance record, academic achievement, and parents' names and addresses. A parent of a student, or an eligible student, may request that any or all of these categories of information not be designated directory information with respect to that student. Such requests shall be written, dated, and addressed to the

Superintendent of Schools,
Colebrook School District,
21 Academy St,
Colebrook, NH 03576

All requests, except those received in September, shall remain effective until the first day of October of the following year. The federal statute and regulations are enforced by the Family Educational Rights and Privacy Act Office, Department of Health, Education and Welfare, 330 Independence Avenue SW, Washington, DC 20201. This office is empowered to investigate timely written complaints.

FREE AND APPROPRIATE EDUCATION (FAPE)

The NH Rules for the Education of Children with Disabilities Ed. 1102.23 addresses FAPE. It redefines Federal Regulation 34 TFR 300.13 which means that FAPE, Special Education and Related Services.

Are provided at public expense, under public supervision and directions, and without charge; Meet the standards of the State Education Agency, including the requirements of this part;

Include an appropriate pre-school, elementary school, or secondary school education in the state; and are provided in conformity with an Individualized Education Plan (IEP) that meets the requirements of 34 CRF300.320 – 300.324.

If you suspect your child qualifies for such specialized instruction, you may make a written referral to the Special Education Team for review. Such referrals should be addressed to the Building Principal or the school's Local Education Agency (LEA) representative.

The Individuals with Disabilities Education Act (IDEA) 2004 confers many rights and obligations upon parents and school districts regarding educationally disabled children. These rights are listed in the NH Procedural Safeguards Handbook for Special Education, June 2008 (updated May 2014). This handbook is available at your school or the SAU 7 central office.

SPECIAL EDUCATION SERVICES

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.

OTHER DISTRICT SERVICES

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.

