

Program of Studies

Extended Learning Opportunities

What is an ELO?

An Extended Learning Opportunity (ELO) is a credit-bearing learning experience that takes place outside the traditional classroom.

Half a credit (.50) = 60 hours / 1 credit = 120 hours

It is the policy of the Newmarket School District to allow extended learning opportunities at the high school level as a means of meeting the diverse instructional needs of students with different talents, interests, and development. The District's intent is to allow opportunities for extensions beyond those addressed in the regular classroom. All such opportunities must be aligned with the school's educational goals and objectives. Such opportunities may provide high school credit or supplement regular academic courses. Credits can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work-study.

Where credit is not granted, such experiences may be used to fulfill prerequisite requirements for advanced courses. The granting of credit shall be based on a student's demonstration of mastery of core competencies, as approved by a **certified District educator** by the principal and free from conflict of interest, for courses included in the Newmarket Junior-Senior High School Program of Studies.

Extended learning opportunities can be used to earn a maximum of three (3) credits, with no more than one credit counting toward non-elective graduation requirements, and no more than one credit per discipline/subject area.

Students who request an alternative learning opportunity will need to complete the appropriate paperwork and have administrative approval prior to commencing the course. Grades earned through ELO's **will not** become part of a student's GPA. Students receive a pass or fail only; no letter grades are earned.

Types of ELOs

Service Aide

Service Aides are learning experiences where students provide assistance to a classroom teacher. Duties can include, but are not limited to, assisting in the classroom, technology support, creating & maintaining visual classroom displays and lesson preparation. This experience is an especially valuable experience for students interested in a future career in education.

Independent Coursework

Independent Coursework is helpful for students who would like to continue to take a repeatable course but cannot fit the course into their schedule. For example, a student who wishes to continue to work on the Yearbook but is unable to take the course at its scheduled time.

Career Exploration

Career Exploration is an opportunity for a student to investigate a specific occupation or career path. This learning experience requires the student to conduct independent research, informational interviews with professionals and job shadows when appropriate.

Internship

An Internship is a temporary, unpaid, position where a student is paired with a professional in the community (A NJSHS professional could serve in this role) in order to gain practical experience in an occupation or profession.

Project-Based Learning

Project-Based Learning, or PBL, is a learning experience where the student gains deeper knowledge and broader skills by investigating a topic of their choice. Students actively explore real-world problems and respond to complex questions and challenges. This will often require the student to draw upon previous coursework and apply it in a very practical way to their project. PBL's will usually require a community partner.

Four (4) Components of every ELO:

1. REFLECTION

A student participating in an ELO analyzes and demonstrates an understanding of his/her learning experience through reflection.

2. RESEARCH

The student applies the ongoing research of the ELO experience to the evaluation and presentation of issues that arise, and the decisions made as their experience progresses.

3. PRODUCT

The ELO student demonstrates his/her gained knowledge and applies an understanding of what they learned by developing a tangible product that relates to his/her interests, skills, and abilities.

4. PRESENTATION

The student clearly communicates the entire ELO experience, including both the process and the learning, in a manner that is appropriate to the experience and the audience.

Extended Learning Opportunity Application

This form should be completed prior to beginning an Extended Learning Opportunity. Please fill it out completely and return it to the ELO Coordinator (Mrs. Callinan and/or Mr. Hayes). Please be prepared to complete a FINAL PRESENTATION that shows the skills you learned.

Student's Name & Grade: _____

Email used most frequently: _____

Block & Teacher/Mentor: _____

1. Describe the Extended Learning Opportunity you plan to complete.

2. Will anyone else be involved (a teacher, community partner, etc.)? Include their email address.

3. Does this ELO fulfill a graduation requirement?

Student's Signature

Date

Parent/Legal Guardian's Signature

Date

ELO Teacher's Signature

Date

ELO Coordinator

Date

ELO Planning Guide

Student Name: _____

Extended Learning Opportunities Title: _____

Step 1: PLANNING (Student and Overseeing Educator work together)

<p>Competencies The student and ELO overseeing educator should research the competencies that can be met through the ELO project to establish general expectations and goals for the project. The competencies will have some natural content and skills associated with them. In addition, please list what the student will know and be able to do as a result of this project. (Minimum of 2 competencies)</p>	<p>1)</p> <p>2)</p> <p>3)</p>
<p>Project Description The student and overseeing educator should work together to give a detailed description of the project. What is involved? Describe the final product and presentation.</p> <p>Include a broad description of what will be assessed. Include what the product will look like and where and how students will showcase their work.</p>	

Step 2: Implementation and Formative Assessments

<p>Timeline and Benchmarks Create a timeline of benchmark points that provide a foundation for the final project. Benchmark points can be small, discreet projects, rehearsals, practices, drafts or other work that allows the student to move towards competency.</p> <p>Students should have ample opportunities to have work reviewed before the final presentation. A timeline provides a framework to assure that this preparation and review occurs.</p>	
<p>Reflection</p> <p>Identify structures that guarantee student input and reflection is captured along the way. Ask students to reflect on their progress in the ELO, and have them self-assess benchmark points in relation to the larger, final project. List what methods students will use for reflection and self-evaluation.</p>	

Step 3: Summative Assessment

<p>Final Demonstration of mastery</p> <p>Describe in detail what the final demonstration of mastery will include, what will be assessed, and who will assess each component. An actual Product and a Presentation are usually components of the demonstration of mastery and their preparation has been incorporated throughout the learning experience.</p>	
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ELO Presentation

Preliminarily identify when the presentation on the ELO will occur. Note who will be on the assessment team and what, if any, special equipment or facilities may be needed.

Usually, the overseeing educator, the community partner, and the school's ELO coordinator will, at a minimum, comprise the assessment team.

ELO OPPORTUNITY PROGRAM

Reflection Journal Entry Template

Time Period:

ELO Title/Location:

Day	# of Hours
Week 1	
Week 2	
Week 3	
Week 4	
Total hours	
Total hours to date	

Reflection of your experience (*Give a detailed description of what you did, any new experiences, what you liked best and/or least, etc.*):

Research (*Any news or journal article, book, journal, pamphlet, website, etc. that relates to your experience and summarize here. Please cite the source and provide a brief summary. Or describe any “live” research you did like interviewing or observing a professional*):

What will try to work on moving forward:

Other information:

Extended Learning Opportunities (ELO) Program

Research Information

The student applies the ongoing research of the ELO experience and processes to the evaluation and presentation of issues that arise, and the decisions made as their experience progresses.

Examples of research activities:

- Utilizing and referencing professional publications/resources
- Participating in job shadows/internship experiences
- Conducting informational interviews
- Utilizing and referencing educational videos
- Utilizing and referencing current events
- Utilizing and referencing online/print materials
- Creating an annotated resource list
- Documenting research weekly through reflective journaling

Academic Research is a three-step process:

- 1. Find the relevant information**
- 2. Assess the quality of the information**
- 3. Use the information either to try to conclude something, uncover something, to prove something or to argue something.**

Do not rely on the Internet exclusively! Research can include observations, interviews, print materials, magazines, newspapers and even your own reflections after meeting with your community partner.

It is important to work with your ELO partners to determine the best way to document your research such as creating a bibliography or annotated resource list. Regardless of the method, every student should use Modern Language Association (MLA) guidelines when citing resources.

Extended Learning Opportunities (ELO) Program

Product Information

The ELO student demonstrates his/her gained knowledge and applies an understanding of what they learned by developing a tangible product that relates to his/her interests, skills, and abilities.

Examples of products:

- Portfolio (digital)
- Play Book (sports)
- Lesson Plans
- News Article(s)
- Travel Guide
- Drawing
- Original Experiment
- Quilt
- Painting
- 3-D Model
- Food/Recipe
- Play Script
- Written report
- Game
- Brochure
- Persuasive Letter
- Scientific posters
- Creative writing piece
- Website
- Travel Guide
- Visual Graphic
- Song/song lyrics
- Bulletin Board
- Mural

10 Tips in Creating your final Product

- 1. Determine how your work can help others:** Create a product that can help others learn. Can future students benefit from your learning experience? Can a professional in the community use your product to help them be more productive?
- 2. Focus on your learning goals and essential questions:** Keep the end in mind. What do you want to have accomplished when you're finished? Does your product meet your learning goals and answer your essential questions?
- 3. Start small and remain focused:** Don't take on more than you can handle. Make sure your product is achievable in the time frame you have available.
- 4. Take it for a test drive:** Review the functionality of your product regularly. Does it work? Is it useful? Does it function as it was designed. Remember - what sounds great on paper may not work so well in reality.
- 5. Keep your ELO Partners in the loop:** Be sure to share your deadlines and benchmarks with your ELO partners. It will help you stay on track and allow you to receive feedback.
- 6. Reflect:** Record your experiences. Much like an engineer's notebook, reflecting on your process will help you problem solve and think critically about where you are and where you are headed in your product development.
- 7. Set clear deadlines and benchmarks:** Be realistic about what you can accomplish in the time frame you have. Give yourself deadlines and benchmarks to stay on track. It is easy for anyone to procrastinate and push off tasks. Reflecting and checking in with your ELO partners regularly will help you stay on track.
- 8. Utilize your strengths:** Make creating your final product fun and relevant by playing on your own strengths, interests and abilities. We are much more likely to stay engaged in an activity that is authentic to us!

9. **Make connections:** Connect with professionals in the community to get feedback on your product. What better way to determine if your product will function in the “real world” than having it reviewed by someone in the “real world”.
10. **A presentation isn’t a final product!:** Many students mistake the final presentation for their product. Remember that your presentation is a chance to share your final product and learning experience.

Students and/or their parents/guardians shall be responsible for all individual ELO expenses.

Extended Learning Opportunities (ELO) Program Presentation Information

The student clearly communicates the entire ELO experience, including both the process and the learning, in a manner that is appropriate to the experience and the audience.

Examples of types of presentations:

- Demonstrations
- Narrated video presentation
- Create a Prezi
- Taste-testing
- Create a poster display
- VoiceThread
- Create a PowerPoint/Google Slides
- Product Demonstration (Food, Play, etc.)
- Teach a class to underclassmen
- Dramatic Presentation

What should I talk about?

- Share your product in detail. Why did you choose this product?
- Overall summary of experience - what was the original design? What were your essential questions/learning goals? Did it change? Who was involved? What research did you conduct and how does it relate to your overall experience?
- What problems did you encounter along with resolutions?
- What knowledge and skills were gained? What personal growth did you experience?
- How does your ELO experience influence your future education and career goals?
- What would you do differently if given the opportunity?

What method will you use?

- Will you prepare a Powerpoint, Google Presentation or a Prezi? What visuals will you use?
- If presenting live, create a display and/or visual aids if appropriate.

- Plan ahead for audiovisual equipment or other technology/equipment if applicable.
- PRACTICE! Time your presentation and make adjustments in content, if necessary to meet the time requirements.

Technique

- Thoughtfully plan your introduction and conclusion
- Eye Contact - Maintaining eye contact is fundamental. Practice often.
- Posture - Stand proud, you have accomplished a great deal!
- Voice - Be loud enough to be heard. Enunciate your words clearly; show confidence.
- Gesture - Use hands to help make a point. Practice making sure the gesture seems natural.

Prepare for Questions

- If you are doing this presentation live, the question and answer segment is essential in enabling the assessment panel to evaluate your presentation. Practice with friends or family and ask them to ask questions.

Dress

- Determine whether you should wear clothing appropriate for an interview or wear attire befitting for the experience. Make sure that your appearance doesn't distract from the hard work you put into preparing and giving your presentation.

Welcome to the NHS Extended Learning Opportunities (ELO) Program

We are proud to have you among the many *Community Partners* who are willing to share their wisdom, experience, and enthusiasm with our students. In doing so you will help them to communicate more effectively, think more creatively, collaborate more productively, and further increase their independence in order to ensure their future success.

For more information about your responsibilities as an ELO Community Partner please see the following Community Partner Agreement Form.

Possible ELO partners for Newmarket students:

Access Sports Medicine	Athletic Training/Orthopedics	Exeter, Portsmouth
Blue Ocean Society	Marine Biology	Portsmouth, Hampton
Chinburg Builders	Construction	Newmarket
DeStefano Architects	Architecture	Portsmouth
Discovery Child Enrichment Ctr	Early Education	Portsmouth
Dental Office of Dr. M. St. Germain	DMD Dentist	Exeter
Durham Fire Department	Fire Fighting/EMS	Durham
Exeter Fire Department	Fire Fighting/EMS	Exeter
Exeter Hospital	Health Care	Exeter
Granite State Music Therapy	Music Therapy	Manchester
Hampton District Court	Law	Seabrook
Hidden Pond Farm Equine Rescue	Equine Rescue	Brentwood
iMagic	Engineering	Newington
JSA Architects & Interior Planners	Architecture and Interior Design	Portsmouth
Kensington Police Department	Law	Kensington
Leddy Center in Epping	Theatre	Epping
Lindt Chocolate	Food Science	Stratham
NH Acad of Perform Arts (NHAPA)	Dance	Seabrook
NH Fish and Game	Law	Durham
NH SPCA	Humane Education	Stratham
Old Town Animal Hospital	Veterinary Medicine	Seabrook
Palace Theatre Teen Company	Theatre	Portsmouth
Port City Vet Referral Hospital	Veterinary Medicine	Portsmouth
Portsmouth Fire Department	Fire Fighting/EMS	Portsmouth
Rock County Sherrif's Department	Law	Brentwood
Sanctuary Care	Social Work/Elderly Care	Rye
Speedpro Imaging (Portsmouth)	Graphic Design/Business	Portsmouth
Strawberry Banke Museum	History	Portsmouth
The NH Theatre Project	Theatre	Portsmouth
U.S. Marshals	Law	Portsmouth
University of New Hampshire	Biology	Durham

Extended Learning Opportunities (ELO) *Community Partner Agreement Form*

Community Partner: _____

Welcome to the NHS Extended Learning Opportunities (ELO) Program. We are proud to have you among the many *Community Partners* who are willing to share their wisdom, experience, and enthusiasm with our students. In doing so you will help them to communicate more effectively, think more creatively, collaborate more productively, and further increase their independence in order to ensure their future success.

Being a Community Partner involves time and energy and we are pleased that you have decided to help _____ achieve his/her ELO goals.

The student desires to learn about your career field and will need your time, guidance, and coaching to help them achieve their ELO goals. Students engaging in ELOs are highly motivated and eager to help and get involved whenever possible. When possible, we encourage you to teach the student about the different aspects and responsibilities of your position. For example, how you got started in your profession, what you like most about your position, how to interact with the public and even difficult aspects of the field.

Students want to be successful and will need some of your time and attention to do so. Specifically, they want:

- *To be challenged:* Students want to work and learn.
- *To understand what they need to do:* Students want to know what they can expect during their experience with you.
- *Feedback:* Students want to know when they are doing good work or when and how they specifically need to improve.
- *To be included:* Students want to be part of the team but may not know what they need to do to get included.
- *A place to work:* Students need their own place to work and put their personal belongings if they will be on-site regularly.

The student will also have a number of assignments they will need to complete to satisfy the requirements to earn credit. Some of these assignments will be unique to the type of experience they are engaging in and therefore may require some input from you. Some of these assignments may include regular reflections of their experience, conducting relevant research, creating a product unique to their experience, and possibly a presentation.

To help further facilitate the ELO experience, the following information regarding your responsibilities should be helpful:

- Complete necessary Department of Labor approval forms.
- Discuss and request to see the goals of the student’s ELO as well as a schedule for when the student will be on site.
- Keep a copy of the NHS PRIMEX insurance binder and DOL approval form.
- Provide students an orientation to site policies and procedures as appropriate to their ELO goals.
- Provide supervision and training as appropriate to the student’s ELO goals.
- If necessary, review student’s reflections and make necessary comments, ask questions, and provide constructive feedback.
- Communicate any issues in a timely manner to the ELO Coordinator.
- Report absence and tardiness in a timely manner to the ELO Coordinator.
- If necessary, participate in midpoint and final evaluation of the student’s work.
- Attend the student’s final presentation if they have one.
- Complete ELO Program Survey upon completion of ELO.

Signing below indicates your understanding of the responsibilities outlined in this agreement:

Community Partner	Date
Student	Date
Parent	Date
ELO Coordinator	Date

If you have any additional questions or concerns please contact the NHS ELO Coordinator by email at callinanj@newmarket.k12.nh.us or hayesj@newmarket.k12.nh.us.

Off-Campus Permission Form

Your son/daughter _____ is requesting to participate in an ELO that will take place off campus:

Where: _____ When: _____

Students participating in off-campus ELOs must follow all NHS rules and behavior expectations as well as the rules and expectations of their ELO site. Students should dress appropriately for the environment and conduct themselves in a professional manner.

Further details regarding the ELO plan can be found in the ***ELO Agreement Form, ELO Design Plan, ELO Implementation Plan*** or the ***ELO Job Shadow Form***. This plan should be adhered to unless other arrangements are made and all parties agree.

It is expected that the student participating in off-campus ELOs be responsible for their own transportation to and from the ELO site.

By signing the following you are agreeing to allow your son/daughter to participate in an off-campus ELO. You understand that your son/daughter will be covered under the district's insurance carrier, PRIMEX, as long as they travel directly to and from the ELO site, do not transport peers to and from their ELO site, and do not compromise any safety. It is expected that if your son/daughter drives to the ELO site during school hours, he/she will leave and return to school as scheduled and will be required to sign in and out in the front office.

Please review this information with your son/daughter. Please fill in and sign the bottom of the form and have your son/daughter return it to the ELO Coordinator. Should you have any questions please email us at Callinanj@newmarket.k12.nh.us or Hayesj@newmarket.k12.nh.us.

I give permission for my son/daughter to participate in this off-campus ELO.

Please choose one:

- My son/daughter has permission to drive to and from the ELO site.
- My son/daughter has permission to walk to and from the ELO site.
- I will be arranging transportation to and from the ELO site for my son/daughter

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

The following websites are referenced throughout this document and have also informed the ELO Program at NHS:

NH Department of Education:

- <http://www.education.nh.gov/>
- <http://www.education.nh.gov/innovations/elo/index.htm>
- <http://www.education.nh.gov/spotlight/ccss/index.htm>
- http://www.education.nh.gov/innovations/hs_redesign/competencies.htm
- http://www.education.nh.gov/career/guidance/documents/framework_k12.pdf

Common Core Standards

- <http://www.corestandards.org/>
- <http://www.corestandards.org/about-the-standards/>

Beyond Classroom

- <http://beyondclassroom.org/>
- <http://beyondclassroom.org/almost-elos>
- <http://beyondclassroom.org/coach#paradigm>

Next Steps NH

- <http://nextsteps-nh.org/>
- <http://nextsteps-nh.org/extended-learning-opportunities-elos/>

Sample Competencies as approved by the NH Department of Education:

WELLNESS PHYSICAL EDUCATION COMPETENCIES K-12

Motor Skills & Movement Patterns

- Demonstrates competency in motor skills and movement patterns.

Concepts and Strategies

- Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Health Enhancing Level of Fitness and Physical activity

- Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Responsible Personal and Social Behavior

- Exhibits responsible personal and social behavior that respects self and others.

Recognizes the Value of Physical Activity

- Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

ELA English Language Arts College and Career Readiness

Reading

- Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Writing:

- Students can produce effective and well-grounded writing for a range of purposes and audiences.

Speaking & Listening

- Students can employ effective speaking and listening skills for a range of purposes and audiences.

Research/Inquiry

- Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.

Mathematics Competencies High School Grades 9-12

Concepts and Procedures

- Explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Problem-solving

- Solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

Communicating Reasoning

- Clearly and precisely construct viable arguments to support own reasoning and to critique the reasoning of others.

Modeling and Data Analysis

- Analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.

SOCIAL STUDIES COMPETENCIES K-12

- ***Developing Questions and Planning Inquiries***
- ***Applying Disciplinary Tools and Concepts***
- ***Evaluating Sources and Using Evidence***

Communicating Conclusions and Taking Informed Action

- Select, plan, and implement a civic action or service-learning project based on a community, school, state, national, international asset or need and evaluate the projects effectiveness and civic contribution

Civics & Government:

- Apply understanding of ideals and purposes of founding documents, the principles and structures of constitutional government in the United States and American political system to analyze the interpersonal relationships among civic, government, and politics in the past and present

Economics:

- Assess personal, national, and global economic decisions using principles and processes of personal economics, the interaction of production, distribution, consumption and the role of markets in various economic and political systems.

Geography:

- Analyze the physical, human, and environmental geography of United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in order to solve problems and make decisions in the past, present, and future.

History:

- Apply and demonstrate knowledge of major eras, enduring themes, turning points, and historical influences to analyze the forces of change in the community, the state, the United States, and the world.

SCIENCE COMPETENCIES K-12 STATE of NH Competencies

Patterns

- Students will demonstrate the ability to observe and describe patterns in natural and human-designed phenomena and use those patterns to support claims about the observed or predicted relationships among phenomena.

Scales of Systems and System Models

- Students will demonstrate the ability to investigate and analyze a natural or human-designed system in terms of scale, proportion, and quantity of boundaries, inputs, outputs, interactions, and behaviors and use this information to develop a system model that can be used to understand and empirically evaluate the accuracy of models in terms of its representing the underlying system.

Energy and Matter Systems

- Students will demonstrate the ability to analyze evidence from a variety of sources (investigations, models) to predict, connect and/or evaluate the cycling of matter and flow of energy within and between systems in order to understand, describe, or predict possibilities and limitations of systems.

Structure and Function Stability and Change Systems (Cause and Effect)

- Students will demonstrate the ability to use evidence to support claims about the relationship between the structure and function of natural and human-designed objects. Students will demonstrate the ability to investigate and analyze static and dynamic conditions of natural and human-designed systems in order to explain and evaluate potential causal relationships by using evidence to support claims and predictions about the mechanisms that drive those relationships.

Nature of Science

- Student will demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations using a variety of research methods in various settings, analyze and interpret data, reason with evidence to construct explanations in light of existing theory and previous research, and effectively communicate the research processes and conclusions

Fine Arts State of New Hampshire Competencies K-12

Create

- Applying the skills and language of a specific arts discipline, students will demonstrate the ability to create in the arts.

Present

- Applying the skills and language of a specific arts discipline, students will demonstrate the ability to present in the arts.

Respond

- Applying the skills and language of a specific arts discipline, students will demonstrate the ability to respond in the arts.

Connect

- Applying the skills and language of a specific arts discipline, students will demonstrate the ability to connect in the arts.

World Language Competencies 6-12

Communication

- Communicate in the world language.

Cultures

- Gain Knowledge and Understanding of the Cultures of the World.

Connections

- Connect with Other Disciplines and Acquire Information.

Comparisons

- Develop Insight into the Nature of Language and Culture.

Communities

- Participate in Communities at Home and Around the World.

TECHNOLOGY COMPETENCIES K-12

Creativity and Innovation

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology

Communication and Collaboration

- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others

Research and Information Fluency

- Apply digital tools to gather, evaluate, and use information

Critical Thinking, Problem Solving, Decision-Making

- Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources

Digital Citizenship

- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior

Technology Operations and Concepts

- Demonstrate a sound understanding of technology concepts, systems and operations

BUSINESS COMPETENCIES 9-12

Career Development

- Understand the expectations of an ever-changing career environment and be able to use resources, self-reflection, and tools to plan for a career.

Information Technology

- Understand the use of technology as a tool for facilitating personal and business functions.

Management

- Understand the benefits of teamwork and consensus building inside and outside an organization's operations

FAMILY AND CONSUMER SCIENCE 9-12

Textiles, Fashion, and Apparel

- Integrate knowledge, skills, and practices required for careers in textiles and apparel.

Human Development

- Analyze factors that influence human growth & development.

Food Preparation

- Integrate knowledge, skills, and practices required for careers in food production and services.

Nutrition and Wellness

- Demonstrate nutrition and wellness practices that enhance individual and family well-being.

SCHOOL COUNSELING K-12 School Counseling Competencies

Academic Development

- Students will demonstrate attitudes, knowledge, and skills that contribute to effective lifelong learning.

College & Career Development

- Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal and Social Development

- Students will acquire the following attitudes, knowledge, and interpersonal skills to help them understand and respect themselves and others.

SAMPLE ELO's:

<https://beyondclassroom.org/elo-examples/>

1. Exercise Program

Create your own exercise or workout program. Develop an understanding of the importance of physical activity to your life now and in the future.

Overview

- Community partner: gym or fitness studio
- Academic area: physical education

Competencies

- Understand lifelong importance of participation in physical activity
- Understand movement concepts and strategies
- Demonstrate ways to achieve and maintain healthy level of fitness
- Understand relationship of individual qualities and training to world of education and work.

Student activities

- Prepare initial 15-week physical activity plan.
- Analyze relationship of workout plan to educational and career goals.
- Apply knowledge of movement concepts to maintain vigorous heart rate.
- Log and journal about each session.
- Write reflective essay on skills acquired, and physical and psychological improvements.

Assessment

- Student participates in a portfolio review that includes a fitness plan, workout session log and journal, and final reflective essay.

This ELO was submitted by David Chapman, Extended Learning Opportunities Coordinator at Manchester Memorial High School.

2) Information and Communication Technology

Become familiar with computers and their application in modern society by exploring computer hardware and software. Complete a range tasks and projects using information and communication technology.

Overview

- Essential Question: How are computers used in modern society, and what skills, hardware, and software make technology communication effective?
- Areas of study: technology, communication
- Community partners: self-employed IT professional, video game developer

Competencies

- Understand computer terms.
- Identify computer hardware components.
- Understand use of software and its different applications.
- Plan, create, manage, and lay out documents using word processing, spreadsheet, and presentation software.
- Understand role of technology in society.

Student activities

- Complete a weekly journal on ELO experience.
- Create resume, cover letter, PowerPoint presentation, Excel spreadsheet, and printed brochure.
- Create Google account and set up email.
- Identify components of a basic computer system.
- Complete personality test that includes questions about ethical internet use.
- Utilize various browsers and search engines.
- Complete and submit online job application.

Assessment

Student submits a final project or presentation which can take on any form s/he chooses (with approval from the overseeing educator). Examples include: creation of their own website, Prezi, or PowerPoint presentation to showcase skills and demonstrate learning.

This ELO was submitted by Mary Beth Hammond, High School Transition Specialist at Granite State Independent Living.