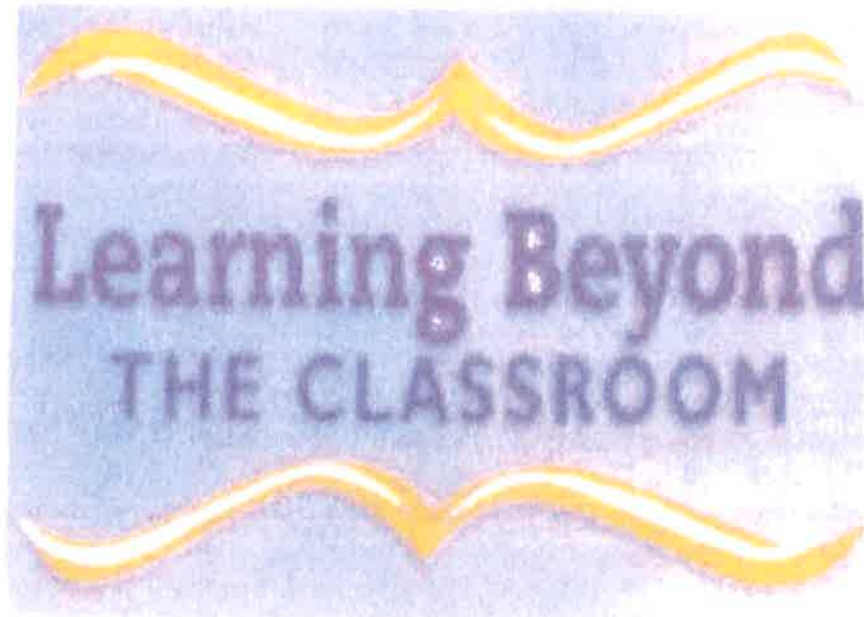


Raymond High School

Extended Learning Opportunity Program



**"Tell me and I may forget, teach me and I may remember, involve me and I learn."
*Benjamin Franklin***

RAYMOND HIGH SCHOOL

"Home of the Rams"

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Extended Learning Opportunity (ELO) Pre-Approval Form

Student Name:

Year of Graduation:

2024

Today's Date:

ELO Proposal (Describe the ELO in the space provided.)

Attach additional pages if necessary.

1. Why are you interested in doing an ELO?

To gain a PE Credit

2. Which type of career/course would you like to explore?

Equestrianism

Business Site:	
Contact Person:	
Phone Number/Email:	

Academic Credit Requested:

1

Will your ELO require you to leave school grounds?

no yes

Do you have transportation to and from the business site?

Day (s) Time of ELO:

3 days wk -

After school / weekend

Time you will need to leave school:

N/A

Time you will return (if applicable):

N/A

Extended Learning Opportunity

Extended Learning Opportunities (ELOs) are real-world learning experiences that promote personal development, student engagement and provide structure and authentic participation in an area of interest. The ELO program provides alternative options to the traditional classroom structure. ELOs are credit bearing options, and are flexible in conjunction with the goals of the student participant. ELOs are available to all students at Raymond High School as a pathway to college and career readiness.

ELOs can be alternative options towards obtaining academic or elective credit, through semester or full year engagement. ELOs align with state curriculum and core competencies. ELOs are student driven and designed to develop individual interests, experiential skills and career exploration towards postsecondary career decisions.

What is a “good” ELO?

ELO's have four general components:

1. **Research:** Meeting competencies (points you must know to get credit), information can be in any form that provides evidence that you understood something new and can use it in a way new to you.
2. **Reflection:** The ELO Coordinator must be kept current of ongoing learning experiences. Assignments will incorporate both formative and summative reflections. In person weekly check-ins and a final reflection paper will be required. This is an opportunity for students to share and show evidence of what they have done since the last meeting time. Failure to meet face to face with the ELO Coordinator may lead to termination of the ELO opportunity.
3. **Product:** Putting what you have learned into a form that demonstrates the information you have acquired such as portfolios, presentations, performances, rebuilt engines, job performance reviews from an employer/mentor, etc.
4. **Presentation:** Actively communicate what you have accomplished to those involved in your ELO, show off your product this is your time to shine, explain how your learning met the competencies.

ELO Planning

Student Name: _____

ELO Title: Equestrian Riding + Training

Step 1: PLANNING

The Essential Question: The student will develop an essential question which focuses the activity, motivates the student, and drives the learning. It should be broad enough not to be answered easily and can be approached from many different entry points. It lends itself to interdisciplinary research.

How can I utilize my horseback riding to substitute physical education in school?

Competencies: 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 the project.

See Attached Competency Sheet

Community Partner: Identify any community partners who offer a rich source of knowledge, refined application, and experience in the project area. Also, describe their role in the project planning, implementation and assessment.

My trainer is skilled in re-training, rehabbing, and bringing individuals and teams to the top, through her professional, yet personal training methods.

Step 2: Implementation and Formative Assessments

Timeline and Benchmarks (where you would like to be by the end of the ELO): Design building blocks of skills and content that students can learn and apply immediately in benchmark projects that also provide a foundation for the greater application. Students should have ample opportunities to have work reviewed before the final presentation.

I plan to continue to learn & strengthen my riding abilities, long after I finish my ELO.

Reflection: Ask students to reflect on their progress, and have them self-assess benchmark projects with relation to the larger, final project. List what methods students will use for reflection and self-evaluation.

Students will meet with ELO Coordinator on a weekly basis for a brief check in.

Periodic written journal assignments.

I will also add pictures to demonstrate.

OE/Student Communication: The Overseeing Educator and student should establish together how and how often the student will communicate with the OE?

I will check in with Mrs. Londo once a week to check in with my progress.

Community Partner Communication:

Describe how regular communications with the community partner will take place. Community partners should be a part of the student reflection so they can see students developing understanding. Describe how the community partner will participate in the assessment of the project.

I will talk with my trainer during each lesson that I have. My trainer/mentor will assist me towards the skills needed for my shows.

Step 3: Summative Assessment

Final Project and Presentation: Describe what the final project and presentation will include, i.e. powerpoint presentation, written paper, artwork etc.

A presentation that will include pictures of skills that I have gained, to show my physical education competencies.