

# North Atlantic Regional High School

Courses • Credits • Portfolio • Transcript • Graduation



## Handbook



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**T**oday's educational choices abound and we believe we can help you combine those resources to develop a successful comprehensive transcript that will lead to graduation propelling you into the future of your dreams. Our team can advise a custom education for your student that is personal, flexible, and suited to your lifestyle. In keeping with this mission, we strive to equip the students (and their parents) with the skills and resources necessary for non-stop, lifelong learning.

The mission of North Atlantic Regional High School is to provide a route by which public school students, private school students, home school students, and adults may complete high school courses, receive credit, and conclude their high school career with a diploma from our state-recognized, fully accredited private school based in Maine.

Education is our focus. We work with parents, teachers, schools, counselors, military recruiters, college admissions officers, scholarship administrators, and others. Our academic advisors are certified teachers, many with years of experience in education and home schooling.

We welcome you to explore our website and this handbook. In addition, our office leaders are available to answer questions and guide you through the registration process. Please call **1.800.882.2828** from **9:00-3:00 Pacific Time**.

Founded and incorporated in 1989, North Atlantic Regional High School is located in Auburn, Maine. NARHS is a state-authorized private school, recognized by the Department of Education. [www.Maine.gov/DOE/](http://www.Maine.gov/DOE/) Click on "Directory of Maine Schools," scroll down to "Private School Systems," click on "Private Schools Recognized as Providing Equivalent Instruction," scroll down to "North Atlantic Regional High School." We adhere to the foundational core curriculum outlined by the state, but we assist students in planning and delivering a custom-designed program, whether he or she is attending public school, private school, taking college classes, or being home schooled. We diligently work with our families to achieve the required credits to graduate.

Our students come from a mix of home school, public school, and private school arenas. Many NARHS families have unusually high interest in the care, development, and education of their children. Some students are just beginning their high school career and some are coming back to school to earn their diploma, while some students are already attending college. With such diversity, we work hard to create a solid academic program for each. Our role is to help advise, encourage, evaluate, and coordinate learning plans that meet the graduation requirements while parents are making curriculum, teaching, and content choices. We want to be a valuable resource to our families .

Courses and credits are reviewed by our academic advisors (certified teachers) and once the student has acquired the necessary credits, he or she is eligible for a high school diploma. Students graduate from NARHS with varying numbers of high school credits according to the student's ability, ambition, and academic goals.

Not surprisingly, our graduates have continued down a variety of paths. Some graduates have joined the work force or military, and some have gone on to earn a college or technical degree. The list of graduates at top schools like Harvard, Johns Hopkins University, and Juilliard continues to grow. Our program has helped with unique situations such as missionary students, students with acting careers, professional sports and Olympic figures, as well as professional musicians.

In recent years, we have been gratified that public schools and other private schools in numerous states have referred students to NARHS.

### **Registration:**

The easiest method is to register online at [www.narhs.com](http://www.narhs.com). Alternatively:

1. Each year, download Registration Form, Curriculum Design Worksheet (CDW), and Integrity of Study (IOS) from [www.NARHS.com](http://www.NARHS.com)
2. CDW: Submit to advisor prior to beginning work.
3. Mail signed Registration Form, CDW, IOS, and payment to:  
14 South 6th Ave., Yakima, WA 98902.
4. Call 1.800.882.2828 for Credit Card Payments.

### **School Year:**

The official school year begins September 1st and ends August 31st. School work completed during these months can be considered for high school credit, including school work completed during the summer months. In this case, be sure to continue logging hours in your yearly log book and yearly portfolio.

### High School Student by Definition

A student who will turn 14 during the school year (after September 1st and before August 31st).

A student under the age of 14 who has earned high school or college credit in English, Mathematics, Science, or Social Studies from an educational institution. Proof is required.

A student under the age of 14 earning three credits in English, Mathematics, Science, or Social Studies from high school level textbooks.

A student 14 years or older.

### **The Process:**

Register with NARHS. Choose high school level texts, program, and projects. Submit Curriculum Design Worksheet (CDW) to assigned (certified teacher) advisor. Work at student's own pace between September 1st and August 31st. Student completes course work, parent grades course work, and student corrects course work. In addition, parent is documenting/recording all completed work and student is logging hours when required.

During the suggested months of May through August, or before, submit home school transcript and completed coursework in a yearly portfolio (must be received by October 31st to avoid \$25 late fee per month). Portfolio is reviewed, credits are allocated according to amount of courses successfully completed, documented, and proven with evidence, and the portfolio is then returned.

Based on reviewed credits, a yearly NARHS transcript is prepared documenting met requirements and an unofficial NARHS transcript is mailed to the family.

### Important Dates:

Early Registration: March—May

Enrollment Season: June — August

School Year: 9/1 to 8/31

Portfolio Submissions Suggestion: May - August or before

Late Portfolio Fee: Must receive portfolio by October 31 to avoid late fee.

## What is Home Schooling?

Home schooling is parent directed education. Parents and students decide the direction of the student's learning plan. This learning plan may be based on the student's abilities, interests, and learning style. In addition, it is up to the parent and student to determine the best path for the student's future providing what the parents feel is in the best interest of the student.

Home schooling does not necessarily mean a transfer of information from the parent to the student. It is customizing the student's education. It may include providing advanced courses or labs at the local public high school or courses at the college. Perhaps it includes online courses, co-op courses, or skill center courses.

Home education is legal in every state, but each state has its own regulations. It is vital that you follow your state's requirements in order to participate with NARHS. Some states work with home-schooled students and encourage participation in public or private school activities.

## Benefits of Home Schooling

**TIME:** Student develops a timeline and schedule that works. This renders a sense of freedom and perhaps even motivates the student to achieve more.

**FREEDOM:** When the student uses the morning to do textbook work, then she might be interested in researching hovercrafts, drawing, practicing her violin, running, attending a workshop, seeing a play, or taking a hike in the afternoon.

**EXPERIENCE:** The student is able to experience a variety of opportunities and explore his interests and talents more thoroughly.

**UNLIMITED:** Earn high school credit doing the things enjoyed!

**INTERESTS:** Concentrate in the areas that captivate the student.

## Books & Curriculum

Self-motivated students have a variety of materials to choose from: textbook courses, and self-designed courses, Internet courses, video courses, correspondence school courses, and more. Curriculum can be designed around the strengths (and weaknesses) of the student.

## Compulsory School Attendance Law

A law enacted by each state requires students to be in an authorized educational program when they reach a certain age. When a student reaches the ending age of the Compulsory School Attendance law, he or she may leave any educational program without seeking any special permission and without parental consent. Once a student has earned a high school diploma, he is no longer subject to the compulsory attendance law.

From the beginning age to the ending age, the Compulsory School Attendance Law can be fulfilled by 1 of the 4 common provisions: enrollment in a public school, enrollment in a private school, enrollment in a home school program, or "other." "Other" may be provisions authorized by a person with authority to provide exceptions under the law. These may have different titles and include Superintendent of Schools, Chancellor of Public Education, Commissioner of Education, or similar.

Exemptions may include injured, ill, or medically recovering children. Unless otherwise provided for by a private school or a home school, these medically limited children are usually given off school grounds tutoring by a public school employee or publicly paid contractor in a program termed "home-based instruction."

## Colorado Plan

**Colorado Plan:** The process of completing one academic subject at a time. This plan can work especially well when students are easily distracted or frequently preoccupied with non-academic interest. It can be easier to focus on one academic subject at a time where the all vocabulary is related to that subject. It can be easier to master a course when all the academic information is concentrated around one area of study. With one area of study, there is minimal conflict with other course deadlines for project due dates, mid-term testing, final exams, paper due dates, etc. One subject area controls your academic attention for textbooks, related vocabulary, projects, papers, testing, and so on.

# LEFT BRAIN OR *Right Brain?*

## Taking Sides!

Most people have one side of the brain that dominates. Either the left or the right side of the brain “takes the lead” for the intake and processing of information

For convenience, we have divided this information into the four major areas below:

	<b>LEFT BRAIN</b>	<i>Right Brain</i>
<b>1</b> Thinking	<ul style="list-style-type: none"> <li>Thinks of one thing at a time</li> <li>Thinks concretely</li> <li>Looks for differences</li> <li>Factual</li> <li>Intellectual</li> <li>Sequential</li> </ul>	<ul style="list-style-type: none"> <li>Thinks simultaneously</li> <li>Musical abilities</li> <li>looks for similarities</li> <li>Imaginative</li> <li>Intuitive</li> <li>Holistic</li> </ul>
<b>2</b> Acting	<ul style="list-style-type: none"> <li>Takes few risks (acts with control)</li> <li>Structures/planned activities</li> <li>Remembers names</li> <li>Seeks orderliness</li> <li>Uses few gestures when speaking</li> </ul>	<ul style="list-style-type: none"> <li>Takes more risks (acts with less control)</li> <li>Spontaneous activities</li> <li>Remembers faces</li> <li>Prefers random order</li> <li>Uses more gestures when speaking</li> </ul>
<b>3</b> Feeling	<ul style="list-style-type: none"> <li>Rational</li> <li>Logical</li> <li>Controls feelings</li> <li>Analytical</li> <li>Time-oriented</li> <li>Focuses on verbal and written communication</li> </ul>	<ul style="list-style-type: none"> <li>More likely to act on emotions</li> <li>More Abstract</li> <li>Lets feelings go</li> <li>Creative/responsive</li> <li>Spatially Oriented</li> <li>Focuses on non-verbal communication</li> </ul>
<b>4</b> Learning	<ul style="list-style-type: none"> <li>Auditory/visual learner</li> <li>Prefers T/F, multiple choice, &amp; matching tests</li> <li>Talks in order to think and learn</li> <li>Follows spoken directions</li> <li>Prefers to write and talk</li> <li>Solves problems by breaking them apart</li> <li>Language ability</li> </ul>	<ul style="list-style-type: none"> <li>Kinesthetic Learner</li> <li>Prefers essay tests</li> <li>Pictures things in order to think and learn</li> <li>Follow written or demonstrated directions</li> <li>Prefers to draw and handle objects</li> <li>Solves problems by looking emotional</li> </ul>

Observe your student. Try to determine if he or she is more left or right brain. Use these clues to design work, teaching, and experiences to enhance his or her ability for the intake and processing of information. Parents who have more than one child may discover that each is different. What does that mean for the homeschooling parent or the classroom teacher?

Once you have identified how your student receives and processes information, you can use this to help him or her learn.

## TEACHING TO THE LEFT

## Teaching to the Right

To help the **LEFT BRAIN** student maximize learning:

To help the *Right brain* student maximize learning:

### Parents can:

- Use concrete examples to make abstract concepts more understandable
- Encourage logical, step-by-step problem-solving techniques
- Use games, toys, and materials with specific problems
- Use written and oral instructions
- Encourage talking through problems
- Play games that minimize risk-taking
- Use activities that encourage finding varying/different attributes or characteristics
- Use humor

### Parents can:

- Encourage the use of imagination through creative writing, dramatics, story telling
- Apply brainstorming strategies
- Draw out explanations and instructions
- Demonstrate how to build something
- Utilize open-ended discussions to examine all sides of a problem
- Encourage students to create their own problem-solving systems
- Encourage self-improvement rather than peer-competition
- Devise methods to help the student with organizational skills
- Use humor

### Students Can

- Break down concepts into smaller, sequential steps
- Learn various strategies to analyze specific problems
- Recognize, appreciate, and understand solution steps in logical thinking
- Break down major concepts into contributing parts; organize those parts into sub-groups
- Use materials that help organize (binder, etc.)
- Repeat oral instructions back orally
- Use manipulative materials that demonstrate a process
- Discuss specific facts and details
- Organize brainstorming ideas into a conclusion

### Students Can

- Discuss, draw, write the major concepts first before learning it
- Use creative craft materials for inventive projects
- Use graphic organizers to illustrate the "whole" concept
- Use manipulative materials to understand spatial relationships
- Use touch and movement activities
- Conduct experiments
- Make a collage or write a song as a response to a reading
- Play games that involve risk-taking
- Participate in activities that involve finding common clues, attributes, or characteristics of the topic
- Observe the completion of tasks before trying it independently
- Use abstract materials
- Use spelling aids and visual memory strategies

**7th and/or  
8th Grade  
Credits**

If a student has earned home school high school credit during their 7th and/or 8th grade year, courses must be high school level textbook courses and evidence is required. No self-designed courses will be accepted. If an institution has awarded the credits, then credits will be accepted at no cost when taken from an official transcript. A 7th grader or 8th grader can earn high school credits and remain in the respective grade. The cost for inclusion of credit is \$100/credit.

**Activities**

In addition to coursework, NARHS is experienced in evaluating potential courses and credits from other sources such as drama, dance companies, music programs, or sports leagues. Be diligent in your record keeping and evidence and be certain to follow the Self-designed Course outline. Consult with your advisor for possibilities.

**College  
Credits**

A common academic provision is earning high school credits from a college course. An Official Transcript (See Transcript) is required. The college credit will be converted to a high school credit. See below.

**College  
Credit  
Conversion**

College Credit Conversion: College credits will be converted to high school credits. A typical high school course takes 39 weeks to complete and earns 1 credit. A college course duration and credit value varies, depending on the college's system. Therefore, when the college course is converted to a high school course it earns 1 credit.

Each college has its own credit system. For example, to earn a Bachelor's Degree from the University of Maine, it takes 120 semester college credits. Each 3-credit semester-long college course will earn 1 high school credit. To earn a Bachelor's Degree from the University of Washington, it takes 180 quarter credits. Each 5-credit quarter-length college course will earn 1 high school credit. These conversions are the most common.

**College  
Freshman**

According to Maine law, a freshman student who has earned the equivalent of one full year of college credits may be awarded a high school diploma. The vital requirements are an Official Transcript from the college verifying the student's earned credits and Associate's or Bachelor's degree college requirements. With this information, your advisor will determine the number of credits required to earn a high school diploma. The number of credits needed may vary.

**Credit  
Allocation**

You work at your own pace earning the corresponding amount of credit. For example, if you complete 100 pages in a 400-page text, NARHS awards 1/4 credit (0.25) in that subject. Complete 300 pages and NARHS awards 3/4 (0.75) credit and so on. (The smallest allowable credit is 1/4 credit, also written 0.25.) Schedule your own workload and earn full or partial credit. Of course, each credit amount still requires successful completion, documentation, and evidence.

**Credit  
Definition**

Credits are a unit of achievement to denote the completion of a year's worth of work taken at a high school. Different jurisdictions (states, districts, regions) may have different quantitative numbers associated with a "credit." There is no uniform, nationwide standard to define a high school credit.

Dual Enrollment	<p>The student takes college courses, earning both college credit and high school credit. Include the Official Transcript from the college in your yearly portfolio or mail it to your NARHS advisor.</p>
Foreign Credits	<p>NARHS is equipped to accept transcripts written in English. Often, American schools overseas (Department of Defense School, a Mission School, an English speaking country, or other US related school) list the years attended, courses taken, grades earned, credits awarded in English. If the student attended a national school in another country, the transcript is usually in that country's language and NARHS will recommend the following commercial records and document translators:</p> <ul style="list-style-type: none"> <li>• Academic Credential Evaluation Institute: <a href="http://www.acei1.com">www.acei1.com</a></li> <li>• Educational Perspectives: <a href="http://www.educational-perspectives.org">www.educational-perspectives.org</a></li> <li>• World Education Services: <a href="http://www.wes.org">www.wes.org</a></li> </ul>
GED	<p>In order to pass the GED® test, an examinee must have a combined passing score of 2250; in addition, each individual subject area test score must be 410 or greater. New assessment as of 2014: GED2014® Test at <a href="http://www.gedtestingservice.com">www.gedtestingservice.com</a></p> <p>If a student does not pass the test, but passes a category (410 or higher) the GED passing score can be converted into high school credit as follows:</p> <ul style="list-style-type: none"> <li>• Language Arts, Reading (1 credit)</li> <li>• Language Arts, Writing (1 credit)</li> <li>• Mathematics (1 credit)</li> <li>• Science (1 credit)</li> <li>• Social Studies (1 credit) (does not qualify as USHistory credit)</li> </ul>
Graduation	<p>Graduation: The high school student may graduate once all required (17.5) high school credits are completed. The student can choose his/her graduation date. Graduation date must be after NARHS registration date and after completion of all courses. Students may (and generally do) graduate with more than the 17.5 minimum credits. NARHS advises families to consult with colleges the student plans on applying to for minimum requirements for those institutions.</p>
Other Schools	<p>Other Schools: Students who have taken courses in a traditional high school classroom may have already earned credit which NARHS may apply towards graduation requirements. Please request an Official Transcript to be sent to the NARHS office or mailed. See below for more details on requesting transcripts from other sources.</p>
Other Sources	<p>Other Sources: Scouts, sports camps, space camps, Red Cross Certifications, Water Safety Instructor, First Responder Certification, YMCA/YWCA courses, 4-H, church or synagogue courses, Youth Group, mission work, foreign travel, service corps, community activities, community service, public theater, community choirs and choruses, local bands, lessons in music, art, drama, horseback riding, junior Civil Air Patrol, Service Brigade, flight lessons, marksmanship, SCUBA, firearms safety, horsemanship competition, athletics or sports teams, correspondence courses, employer / employee's documented training, and more may earn high school credit. These are considered self-designed courses and should be documented as such.</p>

Privacy (FERPA)	Privacy or FERPA: Because our field includes the education of minor-aged children, we must protect their confidentiality. NARHS is subject to the provisions under the Family Education Rights and Privacy Act (FERPA). Information about specific students cannot be released to any person or agency without being authorized by the parent, legal guardian, or the adult student.
Proficiency Credits	College-Level Examination Program (CLEP) allows you to earn high school credit by taking exams that test mastery of college-level material. Passing a CLEP test earns 1 high school credit. Mail your passing test results (the only document necessary) to NARHS or your advisor. Study guides are available and there are many areas of interest: <a href="http://www.collegeboard.com/clep">www.collegeboard.com/clep</a> for more information.
Regional Accreditation	NARHS is fully accredited by the Middle States Association Commission on Elementary and Secondary Schools (MSA-CESS), one of the major regional accreditation bodies in the United States. This offers full reciprocity with all other accredited institutions in the nation. See their website, <a href="http://www.msa-cess.com">www.msa-cess.com</a> for more information.
Residency	Receiving a Maine High School Diploma will not affect your residency. Credit requirements are based on Maine and NARHS requirements. You may use your own state's requirements as a guideline while fulfilling NARHS graduation requirements. As a resident of your own state you do not lose your eligibility to qualify for state aid, scholarships, in-state tuition rates, etc.
Review & Recovery	Past home school years can be reviewed by an advisor and converted to high school credit. Complete evidence is required. Past high school or college credits can be reviewed and converted to high school credit, as well. Official Transcripts are required. Yearly registration rate applies to each recovered year and the student must be registered with NARHS.
Summer Activities & School	Summer activities such as Camp Counselor, swimming instructor, water safety, religious retreats, educational vacations, and other activities might count for high school credit. Courses completed by August 31st of the current school year can be presented in the yearly portfolio for credit.
Team Sports	Team Sports: Providing the team photo, practice and game schedules, logged hours, and a letter from the coach may earn high school physical education credit.
Transcripts	Definition: A record of a student's work, usually including the following: <ul style="list-style-type: none"><li>• Name and address of transcript source</li><li>• Student's name, date of birth, address, and year in school</li><li>• Dates, categories, titles, credit earned, and final grade for each course</li><li>• Grading scale used</li><li>• GPA</li><li>• Institution's seal (for official)</li><li>• Dated signature of transcript creator</li></ul> Unofficial: given directly to student for informational purposes, this document is useful for planning the student's academic pathway to graduation. Official: sent from one institution directly to another in a sealed envelope, this is the official record of a student's academic achievement. The sealed envelope ensured the validity of the enclosed document.
Transcript Evaluations	Transcript Evaluations: Our academic advisors review past Official Transcripts to determine which NARHS graduation requirements have been met and which requirements the student would need in order to graduate from NARHS. For unregistered students, a \$25.00 fee is charged. If student enrolls with NARHS, this fee is applied towards tuition.

**Class Rank** Class Rank: Traditional public schools assign a class rank to students. NARHS does not due to the uniqueness of our program.

**Co-op Courses** Co-op Courses: Co-op indicates that someone has been appointed to conduct a class and/or to assist home schoolers in a subject area. These courses are considered self-designed and will require self-design evidence for credit. NARHS does not consider co-op courses as equivalent to credits issued by a high school.

**Final Grade** Final Grade: All home school courses must be dated, corrected, and have a final grade. It is preferable to have numeric grades such as 97, 87, 74, .etc. Our High School Resource Advisor, available for purchase on the NARHS website, has many, many helpful tools in grading a student's work.

**Grading Scale** Grading Scale: NARHS converts all grades to the widely-accepted 4-point, unweighted grading scale. This information is published on each NARHS transcript. Most colleges and scholarship committees will convert an incoming GPA into their own grading scale.

93-100	A	4.00	73-76	C	2.00
90-92	A-	3.67	70-72	C-	1.67
87-89	B+	3.33	67-69	D+	1.33
83-86	B	3.00	63-66	D	1.00
80-82	B-	2.67	60-62	D-	0.67
77-79	C+	2.33	59 and below	F	0.00

**100% Grades** 100%: If another academic institution issues a grade of 100 then NARHS will enter the course as 100. If home schooled text work, tests, and quizzes receives 100% then NARHS will enter 100, but prefers 97. Keep in mind that perfect scores on a transcript raises red flags for colleges. A score of **97 is still an A and does not reduce the student's GPA.**

**Honors Courses** A course can be awarded as "Honors" under the following conditions:

- A. If the course has been awarded "Honors" by another school and appears on the school's Official Transcript
- B. If the course is identified by the publisher as an "Honors" course and student has presented evidence that documents following the publisher's design exactly
- C. If the course was successfully completed from a college textbook and student has presented the publisher designed tests as evidence
- D. If the student passes a CLEP, DANTES, or AP test in that subject, then the proficiency preparation course may be awarded as "Honors."

**Passing Grades** Passing Grades: On occasion, a course may be awarded a passing grade (P). It does not carry point-value toward the student's GPA, but it does earn credit-value toward the diploma requirements. For example, Driver's Education can earn credit toward graduation requirements, however, it is our policy to give the standard .5 credit and a Passing grade when documented with the student's driver's license.

## Textbook Courses

Be sure your CDW has been submitted to your advisor and approved prior to each school year. For the Portfolio Review, include all evidence that substantiates the course grade. For example, if the final grade is the average on all tests, then only the tests are required. If the grade's average is based on tests, quizzes, daily work, and projects, include all of these.

See below for evidence supporting completion of Textbook Courses:

### "All Test" Evidence

- (a) The publisher identifies this textbook or course as a high school-level (or higher).
- (b) The student has completed the textbook.
- (c) The parent is satisfied with the work.
- (d) NARHS academic advisor is satisfied with the documentation:  
Present dated, corrected, graded, end-of-chapter tests, if offered.

### "All Daily Work" Evidence

- (a) The publisher identifies this textbook or course as a high school-level (or higher).
- (b) The student has completed the textbook,
- (c) The parent is satisfied with the work.
- (d) NARHS academic advisor is satisfied with the documentation:  
Present dated, corrected, graded, daily work.

For Year End Portfolio Documentation: Complete, Compelling, and Convincing Evidence of Textbook Completion.

## Self-Designed Courses

Be sure your CDW has been submitted to your advisor and approved prior to each school year. Self-designed (SD) courses are courses that do not lend themselves to textbooks, such as physical education, fine arts, music, etc.

Upon registration each school year, a CDW is required. This form requires a SD Course Description for each SD course. Develop a course description containing the following information: course title, learning objectives, activities, resources and materials, and method of evaluation. Textbooks can be used as resource materials for self-designed courses. If only portions of a textbook are used, it must be considered a self-designed course. A textbook course may not be turned into a self-designed course after the student's studies have begun.

Collect evidence during the coursework in addition to logging hours. 80 hours earns 1 credit and 40 hours earns .5 credits. Typically, one course earns 1 credit. If a course exceeds 80 hours, the course may or may not be divided into additional courses according to your advisor. NARHS publishes a sturdy, spiral bound Daily Logbook available in a variety of colors. See below for evidence supporting completion of SD Courses:

- Student is a high school student (See High School Student by Definition)
- A CDW with Course Description has been submitted to NARHS advisor prior to beginning work.
- Parent is satisfied that student has met course objectives.
- Student has completed 80 hours in one self-designed subject area.
- Several Grading Tools (available in our Resource Advisor) throughout course and/or graded work.
- NARHS academic advisor is satisfied with documentation: See Portfolio Review for suggestions.

For Year End Portfolio Documentation: Complete, Compelling, and Convincing Evidence of Self-Designed Work.

See the following pages for course description examples.

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**Credit Requirements for Graduation:**

NARHS requires 17.5 credits for graduation.

<b>Course Category</b>	<b>Credits</b>
Language Arts	4
Mathematics	2
Social Studies	1
US History	1
Science (including 1 lab)	2
Fine Arts	1
Computer Skills	.5
Physical Education	1
Health	.5
Electives*	4.5
<b>Total:</b>	<b>17.5</b>

Core Curricular Subjects: Mathematics, Language Arts, Social Studies, Science.

\*Electives are counted from the excess in other categories. For example, 2 credits of Fine Arts would be counted as one credit toward the Fine Arts requirement and one toward the Elective requirement.

Please note that if all credits were earned at another institution or other institutions and are being transferred in to NARHS, we do require every student to do at least one NARHS approved and reviewed home school course. You can choose your own (consult with an advisor for approval), or NARHS can provide one for you.

## Computer Skills (CS): 1/2 credit required

To meet the diploma requirement of 1/2 credit for Computer Skills, the student must complete a half-year of study or 40 hours of documented instruction. This excerpt is from the Maine Department of Education literature: "The State of Maine requirement - Each student shall be required to demonstrate proficiency in the use of computers. Proficiency shall mean experiences with computers that include loading, operating, and applying fundamental skills. This may include word processing, keyboarding, developing a database, accessing data, and using software. This requirement may be satisfied in grades 7 through 12."

This course is usually considered a self-designed course. It is intended to give the student a comfort level and familiarity with the workings of a personal computer. While this is common today, it was not common when the regulations were written. Therefore, we believe this should be quite easy for high schoolers to demonstrate.

This requirement may also be met through demonstration of their work, or from extensive personal experience, or from employment experience. Students taking online courses and CD-ROM based courses, may use their computer time to complete this requirement. When in doubt about what may qualify, call NARHS for direction.

Because Computer Literacy is almost always considered a self-designed course, we offer some additional outline suggestions below. When done as a self-designed course, NARHS expects you to provide a course description with the course documentation in your annual portfolio.

Objectives might include:

- Become familiar with computer use.
- Be able to start up the system and access the program of your choice.  
Be able to create and name a document.
- Be able to enter data and retrieve that data.
- Be able to properly save information, close a document, close a program, and exit the system.
- Be proficient with a word processing program so that documents can be inputted, corrected, deleted, saved, spell-checked and printed. Text can be underlined, fonts changed, and graphics added.
- Be able to print documents on a printer.
- Be able to find information stored within the computer.
- Be able to transfer information from one computer to another.
- Be able to load a new program into the computer.

Course titles for Computer Skills might include:

CAD (Computer Aided Drafting)	Computer Security	Microsoft Word
Computer Applications and Information Systems	Computer Service and Repair	Mobile App Development
Computer Business Applications	Computers in Agriculture	PC for Dummies
Computers, certification in _____ (specific program)	Desktop Publishing	Photography on the Computer
Computer Graphics	HTML	Video Production
Computer Processing	Information Technologies	Web Design for Dummies
Computer Programming	Keyboarding / Typing	Web Page Design
	Linux	Word Processing
	Microsoft Windows	

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## Electives: 4 1/2 credits required

To meet the diploma requirement of 4 1/2 credits in Elective coursework, the student must complete any combination of four-and-a-half textbook courses or self-designed courses.

Electives can be self-designed courses or textbook-driven courses — your choice.

- Electives provide the opportunity for students to take the courses that interest them the most.
- Electives allow students to improve the appearance of transcripts by accumulating credits related to their chosen profession.
- Electives allow students to take risks in areas not related to their required courses, providing opportunities to experience new areas of study.

Any subject for which the student has a passion can be used as an elective. For example, if the student is involved in sports, he or she might continue to work on PE credits, even though he or she has completed the required one credit. Assuming the student continues to document the work and earns the additional credits — say two more — those two “extra”

Credits from any course category can be used to help satisfy the electives requirements.

As self-designed courses, electives are fairly easy to document. You need 80 documented hours of almost any activity for which you can make a course description. Some church activities, some volunteer service, some job training might be counted, and more. This should not be difficult, since you may mix-and-match activities, and combine them towards 20 hours for a 1/4 credit, 40 hours for 1/2 credit, and so on.

The same holds true for textbook-driven courses. Some students have a passion for certain academic subjects. Let’s use the four traditional science subjects as an example. After the student earns the Earth Science and Biology credits, the minimum graduation requirements have been satisfied (two Science credits). If the student adds the next two sciences — Chemistry and Physics — the two additional science courses would be counted towards the electives required.

- There is an extensive list of course titles on pages 40 and 41 of this Handbook.
  - This requirement may also be met through proficiency testing, such as CLEP’s, or from extensive personal or employment experience.
  - Consult with your advisor.

## Fine Arts (FA): 1 credit required

To meet the diploma requirement of 1 credit in Fine Arts, the student must complete one year's worth of study — 80 documented hours. Fine Arts includes anything related to music, the visual arts, or the performing arts. The Fine Arts credit may be earned by documenting combinations of these art forms, and it does not require that all 80 hours be in one art discipline.

This excerpt is from the Maine Department of Education literature: "The State of Maine requirement- A year of Fine Arts instruction shall be required which may include arts, music, forensics, or drama. Fine Arts may be provided through separate or integrated study and may include awareness, appreciation, or performance of the art form."

- NARHS will accept completion of one foreign language credit as an equivalent exchange to fulfill this requirement.
- See the list below for titles which may count...some you might not expect.
- This requirement may also be met from extensive personal or employment experience.
- Consult with your advisor.

Fine Arts is almost always considered a self-designed course, except when using a bona fide textbook. We offer some additional outline suggestions below. When done as a self-designed course, NARHS requires you to provide a course description along with the course documentation in your annual portfolio.

Fine Arts can be one of the more difficult subjects to prove. "Proving" you did an activity in Fine Arts means producing some physical evidence that you participated in or studied the activity. For example, if you went to a play, show us the receipt or write a paper on the experience. If you took guitar lessons, produce video segments showing your practice sessions or lessons, produce a letter from your instructor, or accumulate the payment receipts for the lessons. If you are painting or drawing, show us photographs of the pieces you have done (with YOU in the photos), or show us photographs of you working on the pieces. There are other ways to "prove" what you did. Whatever method you choose, be sure to provide enough evidence ("proof") to be complete, compelling, and convincing. Photos, letters, videos, certificates, awards, receipts, papers, essays, research papers, and the like could be used as part of the "proof" we are looking for in your portfolio review.

### Course titles for Fine Arts might include:

#### ART areas may include:

Art Appreciation  
Art History  
Carpentry  
Computer Graphics, CAD  
Cosmetology  
Crafts  
Culinary Arts  
Drawing  
Furniture Making  
Glass Blowing  
Graphics  
Jewelry  
Metal Design  
Painting Photography  
Pottery  
Sculpturing  
Serigraphy-silk screening  
Textiles/ Fiber Arts  
Model Building  
Woodworking  
Metal Fabrication /Welding

#### DRAMA areas may include:

Critical Reviews  
Costumes  
One-Act Plays  
History of Theater  
Historical Playwrights  
Interview local actors  
Musicals  
Participation in a dramatic production:  
acting, costume design, wardrobe,  
production, directing, set design,  
set construction, playwright, or other  
associated function.  
Participate in community theatre  
Participate in church drama teams  
Study the playwrights  
Study the classical actors  
Study contemporary actors  
Set Design  
Shakespearian Theatre  
The Greek Chorus

#### MUSIC areas may include:

Brass  
Conducting  
History of the Orchestra and Voice  
Interview local musicians  
Listening to a variety of music genres  
Music Appreciation  
Music History  
Music Theory  
Music for Dance  
Music Production & Recording  
Music in Television  
Music for Theatre  
Music Composition  
Playing an instrument in a band,  
ensemble, or orchestra  
Singing in a choir  
Singing solo, or in a small group  
Strings  
Percussion  
Woodwinds

## Health (HE): 1/2 credit required

To meet the diploma requirement of 1/2 credit in Health, students must complete a half-year of study or 40 hours. This excerpt is from the Maine Department of Education literature: "One-half year of health education instruction shall be required. Health education shall include instruction in community health, consumer health, environmental health, family life, growth and development, nutritional health, personal health including mental and emotional health, prevention and control of disease and disorders, safety and accident prevention which, may include cardiopulmonary resuscitation (CPR), and substance use and abuse, including the effects of alcohol, drinks, stimulants, and narcotics upon the human system."

- Textbooks abound.
- See the list below for some titles which may count.
- The course symbol for Health is HE.
- This requirement may also be met from extensive personal or employment experience.
- Consult with your advisor.

Health is a course for which there are textbooks. When using a bona fide textbook, be sure that the publisher identifies it as a high school course, and inquire if they consider it to be a one-semester course (worth 1/2 credit) or a full-year course (worth 1 credit). Both are common among textbook publishers. More and more families choose to make the Health course a self-designed course, customizing the content to fit their family needs, beliefs, or customs.

When completed as a self-designed course, NARHS expects you to provide a course description with the course documentation in your annual portfolio.

Please note: Many of the courses listed below are considered self-designed, such as Alternative Medicine, Health Careers, and Personal Fitness for the Physically Disabled. As with all self-designed courses, NARHS has three requirements in order to award credit:

1. Course Description submitted with registration form
2. Daily Log accounting for each hour invested in the course and the TOTAL number of hours invested in the course
3. Evidence the student did the work for this course, along with graded samples showing achievement.

Evidence might include producing research, demonstrations on video, or other creative means; be sure the evidence you prepare is complete, compelling, and convincing. Photos, letters, videos, certificates, awards, receipts, papers, essays, research papers, and the like could be used. Be certain accumulated hours totals 40 in order to reach at least 1/2 credit.

Course titles for Health might include:

Alternative Medicine	Health Practicum	Personal Care for the Physically Disabled
Anatomy & Physiology	Human Growth and Development	Personal Fitness for the Physically Disabled
Child Care for the Physically Disabled	Nutrition	Personal Nutrition for the Physically Disabled
Child Care, health & safety	Nutrition in Health and Disease	Personal Fitness for the Physically Disabled
Child Growth and Development	Personal Care Attendant (PCA)	Personal Nutrition for the Physically Disabled
CNA Training (Certified Nurse's Aide)	Personal Care of the Aged & Elderly	Personal Fitness for Teens
First Aid, CPR, Lifesaving	Personal Fitness for the Aged and Elderly	Personal Nutrition for Teens
Health	Personal Nutrition for the Aged & Elderly	
Health Aide		
Health Careers		

## Language Arts (LA): 4 credits required

To meet the diploma requirements, a student must complete 4 credits in English/Language Arts. This excerpt is from the Maine Department of Education literature: "The State of Maine requirement - Four years of English instruction shall be required in a comprehensive program which includes reading comprehension, literature, written, listening and oral skills, the structure and uses of English, language, and research and reporting skills."

Language Arts is usually considered a textbook-guided course. Unit studies are possible, some exist in the form of organized studies, others can be self-designed by parents and students. Whether you use textbooks or self-designed courses, NARHS will require evidence of student's work.

- Textbooks abound.
- See the list below for titles which may count...some you might not expect.
- May also be met through proficiency testing, such as the CLEP.
- Consult with your advisor.

NARHS has outlined a course called "Classics and Composition" in which the student reads 12 classics and writes a two-page paper on each for 1 credit. Contact your advisor for more information.

Course titles for Language Arts might include:

Advanced English	English	Non-Western Literature
African-American Literature	English as a Second Language	Oral Interpretation
American Folklore	English Composition	Poetry
American Literature	English for the Trades	Poetry Appreciation
American Short Stories	Etymology	Principles of Marketing
Analyzing and Interpreting Literature	Fiction Writing	Public Speaking
Ancient Literature	Freshman College English	Research Methods
Ancient Literature from the Bible	Grammar & Composition	Research Paper
Applied English	History of the English Language	Science Fiction & Fantasy
Biblical Studies, NT	Interpersonal Communications	Speech
Biblical Studies, OT	Introduction to Communications	Sports Literature
British Literature	Journalism	Studies in Shakespeare
Business Office Communications	Literature	Technical Writing
Civil War Literature	Logic and Argumentation	The Hero in Literature
Classical Literature	Merchandising and Advertising	Theater and Performing Arts
Contemporary Literature	Multicultural Literature	Workplace Communications
Debate	Mythology	Writing Lab
Drama	Narrative Non-Fiction	World Literature

## Mathematics (MA): 2 credits required

To meet the diploma requirements, a student must complete 2 credits in Mathematics. This excerpt is from the Maine Department of Education literature: "The State of Maine requirement - Two years of mathematics instruction shall be required. It is highly recommended that all students have exposure to basic algebraic concepts and skills. Algebra is viewed as a gateway subject that helps students to a better understanding of the technological world in which we live. Algebraic skills are and will continue to be a prerequisite to a diverse and broad range of courses and occupations."

Algebra: Maine high school graduation requirements do not include Algebra. Two mathematics credits are required, and Algebra can be one (or both) of them, but it is not required. However, Algebra might still be a good idea, especially for students who may need this in a career or for college following high school. It is the responsibility of the parents and the student to anticipate what a college might need for a successful applicant.

Mathematics is usually considered a textbook-guided course. Unit studies are possible, some exist in the form of organized studies, others can be self-designed by parents and students. Whether you use textbooks or self-designed courses, NARHS will require evidence of student's work.

- Textbooks abound.
- See the list below for titles which may count...some you might not expect.
- May also be met through proficiency testing, such as the CLEP.
- Please note: mathematics textbooks cannot be made into self-designed courses.
- Consult with your advisor.

Course titles for Mathematics might include:

Accounting	College Algebra	Personal Investing
Algebra 1	Computer Math	Physics
Algebra 2	Consumer Math	Probability and Statistics
Automotive Sales & Economics	Economics	Real Estate Development
Banking	Entrepreneurial Finances & Survival	Real Estate Investing
Bookkeeping	Equine Farm Economics	Real Estate Values, Appraisals
Business Math, Agriculture	Estate Planning and Investing	Residential Architecture
Business Math, the trades	Geometry	Technical Math
Calculus	Personal Finance	Trigonometry

## Physical Education (PE): 1 credit required

To meet the diploma requirement of 1 credit of Physical Education the student must document 1 year or 80 hours of instruction in Physical Education or participation in planned physical activity, or a combination of both.

This excerpt is from the Maine Department of Education literature: "The State of Maine requirement - One year of physical education instruction shall be required Physical education shall be designed to promote physical well-being, self-esteem, self-awareness, sportsmanship and interpersonal skills. This requirement may include but is not limited to: physical fitness, fundamental motor skills and patterns, adaptive physical education, individual and group sports. Physical education may include special physical education, movement education, and motor development."

NARHS considers Physical Education to be a self-designed course. There are very few bona fide textbooks available for Phys Ed; but, if you prefer to simply find a textbook and treat it as a textbook course, that is acceptable. If you use a text, be certain to complete the book to earn the full 1 credit required.

Physical Education may involve skiing, biking, running, golfing, walking, hiking, weight lifting, exercising, etc. Individual sports (running, skiing) and/or team sports (baseball, soccer, football, basketball, hockey) qualify. Individual instruction in any sport and the practice time can also qualify for this credit. Document instruction time, practice time and game time toward your total eighty hours. Local recreation departments can provide you with a list of team sports offered in your community. Activities may be available to you through organizations such as a church group, 4-H, fitness centers, YMCA, YWCA, public schools, adult education, sports camps, clubs, gyms, and videos.

Course titles for Physical Education might include:

Adaptations in Phys. Ed.	Football	Skateboarding
Ballet	Golf	Self-Defense for Men
Baseball	Group Athletic Activities	Self-Defense for Women
Biking	Hunting	Skiing
Cardio-kickboxing	Hockey	Softball
Dance	Jogging	Sportsmanship
Equestrian Skills	Martial Arts	Swimming
Exercise, principles & practice	Nutrition in Physical Fitness	Track
Field Events (shot put, javelin, etc.)	Personal Fitness	Walking
Fishing	Physical Education	Weight Training
	Physical Education for the Disabled	

## Science (NS): 2 credits required—at least 1 must be “lab”

To meet the diploma requirement, the student must earn 2 credits in Science. This excerpt is from the Maine Department of Education literature: "The State of Maine requirement - Two years of science instruction shall be required, including one year of laboratory study."

Science is usually considered a textbook-guided course. Unit studies are possible, some exist in the form of organized studies, others can be self-designed by parents and students. Whether you use textbooks or self-designed courses, NARHS will require evidence of student's work.

Science is generally divided into two categories: things that are alive, and things that are not. Some students thrive on the life sciences, others thrive on the earth or chemical sciences. The choice is the student's.

- Textbooks abound.
- See the list below for titles which may count...some you might not expect.
- The course symbol for Science is NS.
- May also be met through proficiency testing, such as the CLEP, or from extensive personal or employment experience.
- Consult with your advisor.

A "lab science" is really a science in which you do something with the science. A lab science could be a lab other than dissecting or combining chemicals in a test tube:

- Horticulture (gardening and agriculture would be the lab),
- Computer Science (assembling, repairing, and programming would be the lab),
- Mechanical Science (engine design, diagnosis, and repair would be the lab)

To be labeled a "lab science," the student must complete at least 12 "laboratory activities" while studying that area of science. For example, a course such as Biology will appear on the transcript as follows:

Biology w/Lab .....1 credit

When a student completes at least 20 labs, then NARHS will award 1-1/2 credits for that course. For example, if a student studies Biology and does a minimum of 20 labs, the work will appear on the transcript as follows:

Biology .....1 credit

Biology Lab .....1/2 credit

Course titles for Science might include (subject to advisor approval):

Agricultural Science	Backyard Maple Sugaring	Energy
Agricultural Studies	Biology	Gemology
Anatomy & Physiology	Botany	Genetics
Animal Health & Disease	Certified Nurses Aid	Geology
Animal Reproduction & Genealogy	Chemistry	Horticulture
Animal Science - Anatomy & Physiology	Climatology	Neuroscience
Animal Science - Nutrition & Health	Computer Certifications (repairs, not software)	Nutrition
Aquaculture & Environmental Issues	Conservation	Paleontology
Astronomy	Cosmetology	Prosthetics
Audio Service Technology	Earth Science	Space Science
Automotive Technology Studies	Electricity	
Aviation and Flying Lessons	Electronics	

## Social Studies (SS): 1 credit required

To meet the diploma requirements, a student must complete 1 credit in Social Studies. This excerpt is from the Maine Department of Education literature: "The State of Maine requirement - One year of instruction shall be required, which may include instruction in economics, geography, history, political science, government, sociology, anthropology, and psychology."

Social Studies is usually considered a textbook-guided course. Unit studies are possible, some exist in the form of organized studies, others can be self-designed by parents and students. Whether you use textbooks or self-designed courses, NARHS will require evidence of student's work.

- Textbooks abound.
- See the list below for titles which may count...some you might not expect.
- May also be met through proficiency testing, such as the CLEP.
- Consult with your advisor.

Course titles for Social Studies might include:

Agricultural Management	Criminal Law	Interior Design in American History
Agriculture as Business	Culture and Community in America	Issues in Culture and Community
Agriculture and Environmental Issues	Culture and Community in ____ (choose a country)	Junior ROTC
American Government	Current Affairs	Law Enforcement
Ancient History	Early Civilization	Legal Research
Anthropology & Its Impact	Economics	Managing Office Procedures
Antiques	Egyptian Civilization, Egyptology	Marriage and Family
Asian History	Elder Care and Hospice	Merchandising
Baseball and Society	Elder Care and Legal Issues	Military History
Biblical Studies	Equestrian Competition	Modern Civilization
Business Administration	European History	Nutrition in Modern Society
Business Law	Food Service Management	Near East Civilization
Career Aspirations	Geography	Olympics
Career Development	Government of the US	Parenting Skills
Career Internship	Government of ____ (choose a country)	Political Science
Child Care, research careers in	Government and Politics	Psychology
Civics	Health Occupations, an introduction	Sociology
Civil Law	History of Flight	State History
Community Action	History of Music	Teen Survival
Community Service	Humanities	Western Civilization
Conservation	Interior Design in Modern Culture	World Affairs
Consumer Studies		

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## State Studies (ST) - optional

State Studies is no longer a required course for graduation from NARHS or other Maine high schools. However, many students coming to NARHS have already taken this course in their own state. It still counts as high school credit. This course involves studying one or more aspects of an individual state. This may be done using textbooks, but there are few published for this subject. If you would like to do a State Studies course, we suggest you speak to your NARHS advisor. NOTE: This course is given special treatment in the Department of Education regulations — when taken in 6th grade, 7th grade, or 8th grade, it is, also, eligible for, and earns, high school credit.

Following are two State Studies course examples. They are designed to systematically probe any state and develop the student's understanding of that state.

### State Studies, 1

This course studies the local and regional aspects of the state selected. It may also cover its significance upon entry into the United States, its contribution to the union and the region, as well as its unique characteristics.

#### Objectives of State Studies, 1

- To become familiar with the operations of your state government
- To become familiar with the major historical events
- To become familiar with the geography, topography, climate, cities, counties, and rivers
- To become familiar with animals, plants, and wildlife
- To become familiar with industry and products, such as agricultural industries, as well as factories, and mills
- To become familiar with famous people in your state: explorers, statesmen, stateswomen, notable authors, artists, and musicians and their works
- To become familiar with cultural and ethnic heritage

### State Studies, 2

This course is designed to familiarize students with their own state history by focusing on geography, economy, governmental structures, significant individuals, wildlife, and recreational locations. Through this research-based study, students will look at the various economic, social, and political influences that have shaped the region into the unique area of the present. Various local individuals from the past and their contributions to the community and the state will be studied as well as how the geography of the region influenced its story. Students will be expected to research, write, and create a notebook that increases understanding of and connection to their regional history.

#### Objectives of State Studies, 2

- To collect both detailed and factual information regarding the state
- To explain the settling patterns of the state
- To compare the contributions of different nations that settled in the state
- To know how the natural resources have influenced the development of industries
- To examine the components of state, county, & city governments
- To be familiar with the state political and geographic map, county maps, and city boundaries
- To stay current on city, county, and state news

## US History (US): 1 credit required

To meet the diploma requirements, a student must complete 1 credit in USHistory. This excerpt is from the Maine Department of Education literature: "The State of Maine requirement - One year of American history and government shall be required in a comprehensive course which includes instruction in the importance of voting, the privileges and responsibilities of citizenship, the Constitution of the United States and the Declaration of Independence."

USHistory is usually considered a textbook-guided course. Unit studies are possible, some exist in the form of organized studies, others can be self-designed by parents and students. Whether you use textbooks or self-designed courses, NARHS will require evidence of student's work.

- Textbooks abound.
- See the list below for titles which may count.
- The course symbol for US History is US.
- May be met through proficiency testing, such as the CLEP.
- Consult with your advisor.

Course titles for US History might include:

American History	Junior ROTC	US Civics
American Civil Law, a history	Our American Heritage	US Government
American Criminal Law, a history	The American Revolution	USEconomics
History of the United States through 1877	The Civil War	
History of the United States from 1865	The Presidency in American History	
	US History	

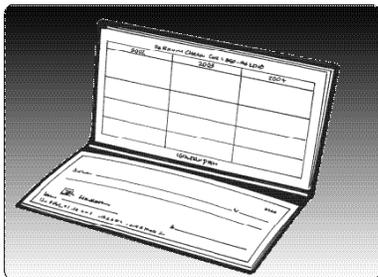
### Portfolio Review Checklist:

- 1. Registration, CDW, & IOS on file
- 2. Payment Paid in Full
- 3. Return Postage Included
- 4. Home School Transcript Included
  - Official Transcripts requested
  - Unofficial Transcripts included
  - Grade Reports included
- 5. Summary Sheet Included
- 6. Evidence & Graded Work Included
- 7. Hours or Daily Log Book Included

## Portfolio Review

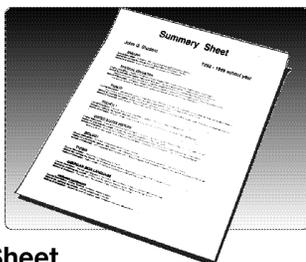
Between the months of May and August, submit a student portfolio to your advisor representing the coursework that has been completed since September 1st. The Portfolio Review is an important process in receiving credit for your courses. The following summaries will help guide you through the portfolio process. In addition, the following pages will give you more detail in each of these areas. Please remember, you are always welcome to contact your advisor or the NARHS office at 1.800.882.2828.

1. Confirm that your Registration, CDW, and IOS have been received (preferably at the beginning of the school year).
2. In addition, tuition must be paid in full prior to portfolio review.



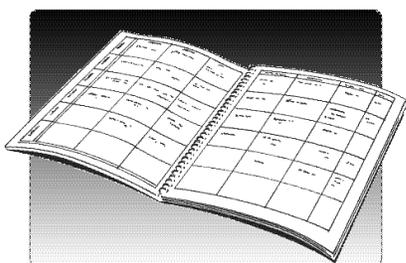
### 3. Return Postage Label or Payment

The office will notify you once your portfolio has been received. In addition, the office will confirm receipt of return postage and notify you if return postage is due. Unfortunately, the return postage must be paid prior to beginning the review process. It is in your best interest to include a label or payment with your portfolio.



### 5. Summary Sheet

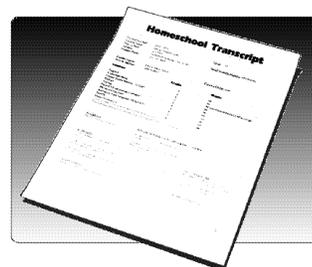
This one-page document offers a few lines about each textbook and self-designed course. It also contains a statement about how each course was accomplished and evaluated. See example.



### 7. Daily Log Book.

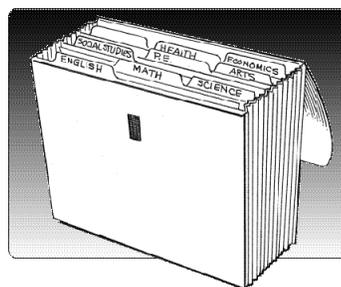
This day-by-day written log contains the daily hours and total yearly hours invested in each self-designed course. This book is vital in corroborating the evidence presented in the portfolio.

See example.



### 4. Home School Transcript

This one-page document is a snapshot of what was accomplished during this school year. It contains the course, final grade, and credit amount attempted. It is prepared and signed by the parent. See example. Please request Official Transcripts from additional high schools and/or colleges to be sent to NARHS: attention your advisor.



### 6. Evidence & Graded Work

This collection provides a variety of evidence proving the completion of each course. Organize the portfolio by subject and include the requested evidence. Include enough evidence to provide a thorough picture of the completed work. It must be convincing and compelling for each course. See High School Resource Advisor and your NARHS advisor.

## Evidence: Complete, Compelling, Convincing

### Textbook Documentation

- Student has completed textbook work
- Parent is satisfied with the work.
- NARHS advisor is satisfied with the documentation.

### Documentation: Complete, Compelling, and Convincing Evidence of Textbook Completion

“All Test” Evidence (Include tests if final grade is computed using test scores.)

- (a) The publisher identifies this textbook or course as a high school-level (or higher).
- (b) The student has completed the textbook,
- (c) The parent is satisfied with the work.
- (d) NARHS advisor is satisfied with the documentation:
  - Track the daily completed textbook pages in a logbook.
  - Present dated, corrected, graded, end-of-chapter tests, if offered.
  - Testing-out is an option.

“All Daily Work” Evidence (Include daily work if final grade is computed using daily work scores.)

- (a) The publisher identifies this textbook or course as a high school-level (or higher).
- (b) The student has completed the textbook,
- (c) The parent is satisfied with the work.
- (d) NARHS advisor is satisfied with the documentation:
  - Track the daily completed textbook pages in a logbook.
  - Present dated, corrected, graded, daily work.

### Self-Designed Documentation

- Student has completed and logged a minimum of 80 hours in one self-designed subject area.
- A “Course Description” has been submitted to NARHS.
- Parent is satisfied with the work.
- Grading tool for self-designed
- NARHS advisor is satisfied with the documentation: Below is a list of suggestions:

#### **Suggested Evidence:**

- Audio tapes
- Book reports
- Essays
- Fishing or hunting licenses
- Graded work for text course
- Letter from an employer
- Letter from co-workers
- Letter from the coach
- Letter from the minister or rabbi
- Letter from the music teacher
- Letter from the youth leader
- Letter from volunteer coordinator
- Lift tickets from your ski trip
- Pay stubs
- Photographs of projects in progress
- Photographs of projects
- Prints of computer-generated work
- Receipts for your lessons
- Receipts for software and hardware
- Research papers
- Short stories
- Video of a project in progress
- Certificates of Accomplishment, such as martial arts belts, merit badges, or Eagle Scout work
- Certificates of Completion, such as CPR, First Aid, Hunter Safety
- Mock newspaper article you wrote about your research or discovery
- Photographs of the student in uniform, such as work uniform or sports team
- Poems, songs, or proverbs related to the subject
- Receipts of your admission to a park, museum, play, concert, etc.
- Video of rehearsals or practice, such as a musical instrument, foreign language practice, dance recital, etc.
- Video / mock TV commercial you made telling about your research or discoveries



# Curriculum Design for \_\_\_\_\_

Course categories (abbreviation): English (LA), Foreign Language (FL), Science (NS), Social Studies (SS), U.S. History (US), Math (MA), Fine Arts (FA), Computer (CS), Health (HE), P.E. (PE)

**This Curriculum Design Worksheet must be submitted at the beginning of the year. List the courses the student plans to take. If more than eight are planned, please consult with your appointed advisor.**

Course Category	Credit Amount Anticipated	Course Title and the Textbook or Resource Used (include publisher and edition if possible)	Self-designed or text? CIRCLE ONE IN EACH SQUARE
			SD TEXT
		Text or resource to be used:	
			SD TEXT
		Text or resource to be used:	
			SD TEXT
		Text or resource to be used:	
			SD TEXT
		Text or resource to be used:	
			SD TEXT
		Text or resource to be used:	
			SD TEXT
		Text or resource to be used:	

Do you have any further comments on this course plan?

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# Student Registration

Registration year:  2016/2017     2017/2018  
 (Check one)     2018/2019     2019/2020  
                    2020/2021     2021/2022

Registration grade:  09     10  
 (Check one)     11     12

Student's Name \_\_\_\_\_ DOB \_\_\_\_\_

Male \_\_\_\_\_ Female \_\_\_\_\_ Home address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Legal resident of U.S.? Yes \_\_\_\_\_ No \_\_\_\_\_ Email \_\_\_\_\_

Parent(s) and/or Legal Guardian(s): \_\_\_\_\_

Phone numbers (Home) \_\_\_\_\_ (Cell) \_\_\_\_\_

Student's signature if 18+ years-old \_\_\_\_\_

*North Atlantic Regional High School serves families who comply with school attendance laws. In many states, parents must "qualify" to home school legally. Please indicate under which provision you fulfill the compulsory school attendance laws of your state:*

Check here to indicate you have read the NARHS Refund Policy available at [narhs.com/refunds](http://narhs.com/refunds)

x

Date: \_\_\_\_\_

*Your signature indicates you will abide by the terms outlined in the handbook and that you authorize other schools, when needed, to transfer your student's records to North Atlantic Regional High School, and further acknowledge that a transcript from NARHS does not guarantee any particular or special access to or admission to any college, scholarship, employment opportunity, apprenticeship, military enlistment, appointment, academy, or honor.*

## Community Resources

If you are planning on using (or are aware of) any excellent community resources for high school level home schoolers (co-ops, special programs, museums, or other organizations with special homeschool programs, etc), we would love to help spread the word. Please tell us about it!

Resource Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_ City/State: \_\_\_\_\_

Website: \_\_\_\_\_

Description: \_\_\_\_\_

Send this completed form, the "Integrity of Study form (next sheet), and the registration fee to:

North Atlantic Regional High School  
 14 S. 6th Ave. Yakima, WA 98902.

Contact info: Phone: 509-248-6388,

Toll-free: 800-882-2828,

FAX: 509- 965- 3909



## Integrity of Study in Home-Based Learning

Home-based learning, as in any other field of academic study, involves learning and internalizing information. The process of effective learning is time-consuming and requires effort. To circumvent this process minimizes the quality of education. In an effort to promote effective learning practices, NARHS requires registered families to agree to follow these guidelines. Please initial each line acknowledging you have read and understood these guidelines.

\_\_\_\_\_ In most cases, NARHS recommends that a student has his/her work, assignments or tests graded by a parent or other qualified individual.

\_\_\_\_\_ All final course grades must be based on scored work, the course objectives or an assessment form, such as those found in the *Resource Advisor*. Parents may create their own evaluation forms or rubrics. Before the onset of study is a good time to inform the student how the work will be graded. By knowing this, a student will be able to focus studies on what's important.

\_\_\_\_\_ If a test is taken over in order to improve the grade, then both tests' grades must be averaged. The averaged grade should then be the one reported. If a number of tests are taken before the final grade is determined for a chapter, then an average of all test grades or an average of the first and last are required.

\_\_\_\_\_ Open book tests are considered simply review exercises. The results of a test should indicate the level of correct internalization of information. Test results reported to NARHS should be from actual test scores. The graded tests used in the final grade average must be submitted in the portfolio.

\_\_\_\_\_ Plagiarism, is an act or instance of using or closely imitating the language and thoughts of another author without authorization and/or the representation of that author's work as one's own. As students begin to write essays, training in acceptable summarizing and honest documentation which credits the author is recommended. For any work submitted to NARHS for credit verification, detected plagiarism will lead to loss of credit recognition on the accredited transcript.

***The signatures below indicate that these requirements have been read, understood, and agreed upon for the current course of studies.***

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

*Send this completed form along with the non-refundable tuition fee at time of registration to:  
NARHS 14 S. 6th Ave, Yakima, WA 98902*



# Home School Transcript

Today's Date \_\_\_\_/\_\_\_\_/\_\_\_\_

DOB \_\_\_\_/\_\_\_\_/\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_

**Parent Information:**

Parent(s) Name(s) \_\_\_\_\_

Address \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Email address: \_\_\_\_\_

Subjects:	<b>BU</b> Business	<b>CS</b> Computer Skills	<b>FA</b> Fine Arts	<b>FL</b> Foreign Language	<b>HE</b> Health	<b>LA</b> Language Arts
<b>MA</b> Math	<b>NS</b> Science	<b>PE</b> Physical Education	<b>SS</b> Social Studies	<b>ST</b> State Studies	<b>US</b> US History	<b>PA</b> Practical Arts

Source: If a course is not completed at home, include course documentation. Request an Official Transcript if possible.

Subject	Course	Grade	Credit
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Credit Total: \_\_\_\_\_

\_\_\_\_\_  
 Advisor Signature & Date  
 Office Use Only

Note: All credits listed on this form are anticipated credit and subject to revision during the portfolio review process. The registrar reserves the right to select, omit, or alter the wording for any of the items provided on the Home School Transcript. Generally, the parent will be consulted, but administrative decisions may be made without first notifying the parent/guardian.

X Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_



# Summary Sheet

Today's Date \_\_\_\_/\_\_\_\_/\_\_\_\_

DOB \_\_\_\_/\_\_\_\_/\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_

Subjects:	<b>BU</b> Business	<b>CS</b> Computer Skills	<b>FA</b> Fine Arts	<b>FL</b> Foreign Language	<b>HE</b> Health	<b>LA</b> Language Arts
<b>MA</b> Math	<b>NS</b> Science	<b>PE</b> Physical Education	<b>SS</b> Social Studies	<b>ST</b> State Studies	<b>US</b> US History	<b>PA</b> Practical Arts

\*For each text or resource, include title, publisher, and edition where applicable and available\*

**Course Title:** \_\_\_\_\_

Course Category: \_\_\_\_\_ Course type: SD (Self-Design) | TXT (Textbook) - circle one

Final Grade: \_\_\_\_\_ Text or Resource: \_\_\_\_\_

Final Credit: \_\_\_\_\_ Method of Evaluation: Tests/quizzes | Daily Work | Grading Tools | Other: \_\_\_\_\_

Total SD Hours: \_\_\_\_\_

**Course Title:** \_\_\_\_\_

Course Category: \_\_\_\_\_ Course type: SD | TXT

Final Grade: \_\_\_\_\_ Text or Resource: \_\_\_\_\_

Final Credit: \_\_\_\_\_ Method of Evaluation: Tests/quizzes | Daily Work | Grading Tools | Other: \_\_\_\_\_

Total SD Hours: \_\_\_\_\_

**Course Title:** \_\_\_\_\_

Course Category: \_\_\_\_\_ Course type: SD | TXT

Final Grade: \_\_\_\_\_ Text or Resource: \_\_\_\_\_

Final Credit: \_\_\_\_\_ Method of Evaluation: Tests/quizzes | Daily Work | Grading Tools | Other: \_\_\_\_\_

Total SD Hours: \_\_\_\_\_

**Course Title:** \_\_\_\_\_

Course Category: \_\_\_\_\_ Course type: SD | TXT

Final Grade: \_\_\_\_\_ Text or Resource: \_\_\_\_\_

Final Credit: \_\_\_\_\_ Method of Evaluation: Tests/quizzes | Daily Work | Grading Tools | Other: \_\_\_\_\_

Total SD Hours: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Summary Sheet pg. 2

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_

**Course Title:** \_\_\_\_\_

Course Category: \_\_\_\_\_ Course type: SD | TXT

Final Grade: \_\_\_\_\_ Text or Resource: \_\_\_\_\_

Final Credit: \_\_\_\_\_ Method of Evaluation: Tests/quizzes | Daily Work | Grading Tools | Other: \_\_\_\_\_

Total SD Hours: \_\_\_\_\_

**Course Title:** \_\_\_\_\_

Course Category: \_\_\_\_\_ Course type: SD | TXT

Final Grade: \_\_\_\_\_ Text or Resource: \_\_\_\_\_

Final Credit: \_\_\_\_\_ Method of Evaluation: Tests/quizzes | Daily Work | Grading Tools | Other: \_\_\_\_\_

Total SD Hours: \_\_\_\_\_

**Course Title:** \_\_\_\_\_

Course Category: \_\_\_\_\_ Course type: SD | TXT

Final Grade: \_\_\_\_\_ Text or Resource: \_\_\_\_\_

Final Credit: \_\_\_\_\_ Method of Evaluation: Tests/quizzes | Daily Work | Grading Tools | Other: \_\_\_\_\_

Total SD Hours: \_\_\_\_\_

**Course Title:** \_\_\_\_\_

Course Category: \_\_\_\_\_ Course type: SD | TXT

Final Grade: \_\_\_\_\_ Text or Resource: \_\_\_\_\_

Final Credit: \_\_\_\_\_ Method of Evaluation: Tests/quizzes | Daily Work | Grading Tools | Other: \_\_\_\_\_

Total SD Hours: \_\_\_\_\_

\_\_\_\_\_  
Advisor Signature & Date  
Office Use Only

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



	1	2	3	4
	Lit (LA)	Algebra I (MA)	Biology (NS)	Civics (SS)
Monday	Scarlet Ltr. Ch 1-2 Guide Questions	Problems/DVD p75-85	Ch 5 132 - 138 Answer Review Questions	Civics LIFE PAC #5/10 21-25 ans. questions
	1 1/2			
Tuesday	Attended HomeLink Lit Class and Study hall Update Vocab List	Problems/DVD p86-94	Field Trip Hematology Lab at SMMC Hospital	26-30 ans. questions
	1 hrs			
Wednesday	Scarlet Ltr. Quiz #1 94% Ch 3-4	Practice test	Watch video on blood types	30-35 ans. questions
	1 1/2			
Thursday	Sc. Ltr. CH 3-4 Guide Questions	Final Test	Study for Test	Review for Test #1 89%
	1 1/2			
Friday	Sc. Ltr. Quiz #2	Correct Test Problems/DVD p95-99	Ch 5 Test 92%	Correct Test
	1/2 hr			
Saturday				
Sunday				
TRACKING COURSE HOURS	Remaining Hours This week's hours: 6 hr + Last week's hours: 49 hr = Total Hours: 55 hr	Remaining Hours This week's hours: + Last week's hours: = Total Hours:	Remaining Hours This week's hours: + Last week's hours: = Total Hours:	Remaining Hours This week's hours: #5 LP + Last week's hours: 10 LP = Total Hours:
NOTES:	Add to book list-The Hobbit. See movie in Dec. Record Community Service HomeLink: Helped set up/take down Curriculum give away tables. Upwards Soccer: asst. coach. 2 hours. Get signatures.			

SD Health (HE)		SD Choir (FA)		SD OJT (PA)		SD PB./track	
CPR class @ SMMC		Voice Practice		Created Resume and Cover Letter		Home school swim at Lions Pool	
3 hrs		15 hrs		15 hrs		1 hr	
CPR class Certification Test		Voice Lessons		Submitted 3 more applications			
3 hrs		Music Theory p 8-12		Rehearsed for interview		1 hr	
Airborne Pathogens Class		Youth Group Worship Team		2nd interview at Ink. Got the job!		Home school PB after HL class	
2		2 1/2		1/2		1 1/2	
Airborne Pathogens Class Test		Carmina Berona rehearsal 1-3					
2 1/2		2 1/2					
Drug Awareness Presentation @ CAP		Carmina Berona w/ Symph. @ Capital Theatre 6-9		first Day Paperwork and register training		Kissel Park Mileage Club -2 miles	
1 hr		3 hrs		2 hrs		1/2 hr	
				more training: computer and stocking shelves		Ran w/ mom	
				2		1/2 hr	
		Youth Group Worship Team Rehearsal				Greenway Bike Trail	
		15 hrs				1 hr	
Remaining Hours	This week's hours: 11 1/2 hr	Remaining Hours	This week's hours: 14 hr	Remaining Hours	This week's hours: 7 hrs	Remaining Hours	This week's hours: 4 1/2
	+ Last week's hours: 21 hr		+ Last week's hours: 30 hr		+ Last week's hours: 0		+ Last week's hours: 30 hrs
	= Total Hours: 32 1/2		= Total Hours: 44 hrs		= Total Hours: 7 hrs		= Total Hours: 34 1/2 hr

CPR certified

# NARHS Transcript

The high school transcript is a complex, legal academic record. The transcript is one tool used by employers, military recruiters, security agencies, law enforcement, the judicial system, as well as the usual college admission counselors, scholarship committees, and student loan officers. The school's verification process is vital. In addition, the signatures, school stamp, and embossing seal are intended to represent and authenticate the student's academic record.

**North Atlantic Regional High School**  
 Business Office: t. 800.882.2826 / f. 509.965.3909 / 14 South 6<sup>th</sup> Avenue, Yakima, WA 98902  
 School Address: 9 North River Road, Auburn, Maine 04210

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**1. Student Identification**      SID: 1234567890

Student Name: **Sample Student**      Sex: M      Birth date: 01/01/2001      Phone: 555-555-5555      Address: 123 State Street, Anytown, USA 55555

Parent or Legal Guardian: **Sample Parent**

**3. Summary**

	Total Credits Earned	Required	Still Needed	Additional
Language Arts (LA)	6	4	0	2
Foreign Language (FL)	3	0	0	3
Math (MA)	4	2	0	2
Social Studies (SS)	7	1	0	6
US History (US)	0	1	0	0
Natural Science (NS)	4	2	0	2
Fine Arts (FA)	4.25	1	0	3.25
Practical Arts (PA)	0	0	0	0
Business (BU)	1	0	0	1
Computer Skills (CS)	0.5	0.5	0	0
Physical Education (PE)	2.25	1	0	1.25
State Studies (ST)	1	0	0	1
Health (HE)	1	0.5	0	0.5
Elective	22			
<b>Total Credits</b>	<b>34</b>			
Anticipated Graduation				
<b>Actual Graduation</b>	<b>08/31/16</b>			

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**2. Student's Academic History** (1 credit is equivalent to 1 year worth of work)

Location	Grade	Year	Type	Course Name	Marks	Credits
1.2	9	12/13	FA	Music Piano	90	0.5
1.2	9	12/13	FE	Phys Ed	99	1
1.2	9	12/13	MA	Algebra I	85	1
1.2	9	12/13	ST	Driver's Ed	P	0.5
1.2	9	12/13	FL	Spanish I	86	1
1.2	9	12/13	LA	Literature	79	1
1.2	9	12/13	ST	Washington State History	97	0.5
1.2	9	12/13	CS	Robotics	97	0.5
1.2	10	13/14	FE	Phys Ed	97	1
1.2	10	13/14	NS	Biology w/Lab	93	1.5
1.2	10	13/14	SS	Contemporary World Problems/Asia	95	1
1.2	10	13/14	LA	Movie Literature	90	1
1.2	10	13/14	FA	Choir	97	1
1.2	10	13/14	FA	Drama	97	1
1.2	11	14/15	NS	Honors Chemistry w/Lab	88	1.5
3.2	11	14/15	FA	ART150 Intro to Clay	66	0.75
3.2	11	14/15	LA	CMST210 Interpersonal Comm	86	1
3.2	11	14/15	SS	GEOG102 Phys Geography	86	1
3.2	11	14/15	PE	PE180 Wellness Life I	97	0.25
3.2	11	14/15	FL	ASL101 Amer Sign Lan I	92	1
3.2	11	14/15	HE	NUTR101 Human Nutrition	86	1
3.2	11	14/15	SS	PSYC100 Gen Psych	86	1
3.2	11	14/15	FL	ASL102 Amer Sign Lan II	86	1
3.2	11	14/15	LA	ENGL101 Engl Comp I	86	1
3.2	12	15/16	BU	BA105 Entrepreneurship I	89	1
3.2	12	15/16	SS	ETHS101 Amer Ethnic Minorities	86	1
3.2	12	15/16	SS	PHIL101 Intro Philosophy	89	1
3.2	12	15/16	SS	ANTH100 Survey Anthro	92	1
3.2	12	15/16	NS	BIO1102 Environmental Biology	92	1
3.2	12	15/16	LA	ENGL102 Engl Comp II	89	1
3.2	12	15/16	MA	MATH088 Beg Algebra	97	1
3.2	12	15/16	SS	CMST102 Intro Mass Media	82	1
3.2	12	15/16	LA	CMST220 Public Speaking	82	1
3.2	12	15/16	MA	MATH095 Inter Algebra	97	1
3.2	12	15/16	FA	MUSC105 Music Appr	97	1
3.2	12	15/16	MA	MATH141 Precalculus I	97	1

**GPA**  
Grade Point Average **3.41**

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Community Service:

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**6. ACT/SAT Scores**

Year	Verbal	Verbal %	Math	Math %	Writing	Writing %	Other

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**7. Secondary Schools Attended**

Name Of School	Address Of School	Town	State	Zip	Month/Year	Month/Year
1 Washington Home School	123 State Street	Anytown	USA	55555	09/11	08/16
2 North Atlantic Regional High	9 North River Road	Auburn	ME	04210	07/16	08/16
3 Yakima Valley College	PO Box 22520	Yakima	WA	98907	09/14	
4						
5						
6						
7						
8						

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**Grading System**  
 A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66

**Grade Point Average** GPA Scale, All classes are given equal weight in calculating GPA.  
 A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = 0.67

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Registrar
Assistant Registrar
Director

This copy is the OFFICIAL Transcript ONLY if it bears the raised seal of the school and is signed by an authorized school official. bnd1942015-2014

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# Summary of Transcript Sections:

## 1. Student Identification

Achievements: This section (optional) can be used to record the student's yearly achievements. Provide a letter, citation, trophy, award, newspaper clipping, certificate, or likewise in the yearly portfolio.

## 2. Student's Academic History

Source, grade, year, category type, course name, grade, and credit amount are entered here.

## 3. Summary

Total credits earned, required, still needed, and in addition to the required amount in LA, FL, MA, SS, US, NS, FA, PA, BU, CS, PE, ST, and HE are tallied here.

## 4. Additional Student Information

Achievements: This section (optional) can be used to record the student's yearly achievements. Provide a letter, citation, trophy, award, newspaper clipping, certificate, or likewise in the yearly portfolio as evidence.

Community Service: This section (optional) is a great opportunity to encourage and record volunteering. It is a good idea to record accumulated hours in each area. For example, if your student has served meals every Friday for the last year at the homeless shelter, you could record this as The Union Gospel Mission, 52 hours and include the supervisor's signature. Community service is required for some scholarship applications and has been added to many public school graduation requirements.

## 5. Testing:

Special testing (optional), such as Advanced Placement test (AP), College Level Examination Program (CLEP), Excelsior College Examinations, Industry Competency Examination (ICE), International Baccalaureate (IB), DANTES (DSST), and others.

## 6. ACT/SAT Scores

"The SAT and SAT Subject Tests are a suite of tools designed to assess your academic readiness for college. These exams provide a path to opportunities, financial support and scholarships, in a way that's fair to all students. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century." [www.sat.collegeboard.org](http://www.sat.collegeboard.org)

"The ACT is taken by high school students and college-bound individuals. The score results are used by colleges for admission, course placement and advising purposes, and by states, districts, schools, teachers, and students for diagnostic, monitoring, and intervention purposes." [www.act.org](http://www.act.org)

## 7. Secondary Schools Attended:

All courses reference the location the course was completed and graded, including home school courses. If grades/credits have been earned from a source other than your home school, the source is identified here.

## 8. Grading System:

Grade	Percent	Grade Point	Letter	Percent	Grade Point
A	93-100	4.00	C	73-76	2.00
A-	90-92	3.67	C-	70-72	1.67
B+	87-79	3.33	D+	67-69	1.33
B	83-86	3.00	D	63-66	1.00
B-	80-82	2.67	D-	60-62	0.67
C+	77-79	2.33	F	59 and below	0.00

## 9. Signature & Validation:

Official Transcripts must be signed by the registrar's office and bear our embossed seal. As an additional safeguard, organizations requesting an Official Transcript prefer a transcript mailed directly from NARHS.

### [Not pictured] Official Transcript:

The mailed envelope will contain a signed, embossed Official Transcript and the envelope itself will have an official's signature. These steps secure the validity of the transcript.

## Course Title Ideas

### Credit Course Titles—a list of often used course titles

#### SUBJECT KEY:

BU	Business	MA	Math
CS	Computer Skills	PE	Phys Ed
FA	Fine Arts	PA	Practical Arts
FL	For. Language	NS	Natural Science
HE	Health	ST	State Studies
LA	Language Arts	SS	Social Studies
		US	US History

#### COURSES:

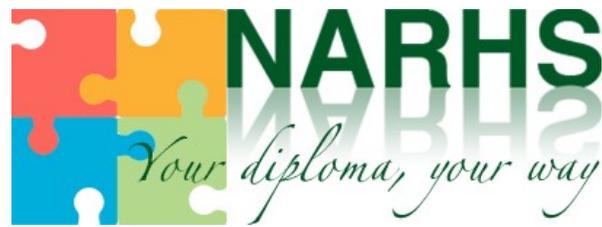
Accounting	BU, MA
Accounting, Principles of	MA
Acting, Performance	FA
Adaptations in Phys Ed	PE
Advanced Art Portfolio	FA
African-American Literature	LA
Agricultural Management	BU, SS
Agricultural Research	BU, NS, SS
Agricultural Science	BU, NS
Agricultural Technology	BU, NS, CS, SS
Agriculture as Business	BU, SS
Agriculture & the Environment	BU, NS, SS
Algebra - Alg 1, Alg 2	MA
Alternative Medicine	HE, NS
American Civil War	SS, US
American Folklore	LA
American Government	SS, US
American History	SS, US
American Literature	LA
American Short Stories	LA
American Sign Lang (ASL)	FA, FL, SS
American Revolutionary War	SS, US
Analyzing & Interpreting Lit	LA
Anatomy & Physiology	HE, NS
Ancient History	SS
Ancient History from the Bible	SS
Ancient Literature	LA
Ancient Lit from the Bible	LA
Antiques	BU, SS
Appliance Repair	BU, NS
Aquaculture - as a Business	BU, SS
Aquaculture - Management	BU, SS
Aquaculture - Science	NS
Aquaculture - Technology	BU, NS, BU
Aquaculture - Environment	NS, SS
Art	FA
Art Hist - Prehistoric/Med	FA, SS
Art Hist - Ren/Modern	FA, SS
Asian History	SS
Astronomy	NS
Auto Mechanics	BU, NS, PA
Auto Reconditioning	BU, FA, NS, PA
Auto Service Technology	BU, NS, PA
Automotive Sales	BU, SS
Aviation - Flying Lessons	PA
Aviation - Pilot Ground School	PA
Backyard Maple Sugaring	BU, NS
Band	FA
Banking	BU, CS, MA
Baseball & Society	SS
Bible as Literature	LA

Biblical Studies	LA, SS
Biology	NS
Bookkeeping	BU, MA
British Literature	LA
Building Construction	BU, FA
Building Rest & Remodeling	BU, FA, PA
Building Trades - Carpentry	BU, FA, PA
Building Trades - Electricity	BU, NS, PA
Building Trades - Finish Work	BU, FA, PA
Bldg Trades - Oil Burner Tech	BU, NS
Building Trades - Plumbing	BU, NS, PA
Business Administration	BU, SS
Business Communications	BU, LA, SS
Business Law	BU, SS
Business Management	BU, SS
Business Math	BU, MA,
Calculus	MA
Calculus w/ Elem Functions	MA
Cardio Kickboxing	HE, PE
Career Aspirations	BU, SS
Career Development	BU, SS
Career Internship	BU, SS
Cartography	FA, SS
Certified Nurses Aide	HE, PA
Chemistry	NS
Child Care - Intro to Safety	HE, SS
Child Care - Phys Disabled	HE, SS
Child Growth & Development	HE
Chinese	FA, FL
Choir / Chorus	FA
Christian Doctrine	LA, SS
Civics	SS, US
Civil Law	SS
Classical Literature	LA
Climatology	NS, SS
Clothing, Fab, Text, & Fashion	BU, FA, PA
Collage & Assemblage	FA
College Algebra	MA
College Algebra - Trig	MA
College Math	MA
Community Action	SS
Community Service	BU, SS, PA
Comp Aided Drafting (CAD)	BU, FA, CS
Computer Appl & Info Syst	BU, CS
Computer Business App	BU, CS
Computer Certification	CS
Computer Desktop Publishing	BU, CS, FA
Computer Graphics	CS, FA
Computer Math	BU, CS, MA
Computer Programming	BU, CS, NS
Computer Service & Repair	BU, CS, NS
Conservation	BU, NS, SS
Cons Math - Everyday Appl	MA
Cons Math - Major Purchases	MA
Cons Math - Invest Insur	MA
Consumer Studies	SS
Construction Design	FA
Construction Technology	NS
Cosmetology	BU, FA, NS, SS

Please note that these course categories are suggestions only and may be subject to advisor approval.

Creative Writing	LA
Criminal Law	SS
Critical Thinking	LA, SS
Cross-cultural Experience	SS
Culinary Arts	BU, FA, PA
Culture & Comm in America	SS
Current National Events	SS
Current World Events	SS
Dance	FA, PE
Diesel Mechanics	PA, NS
Diesel Technology	PA, NS
Disability Care - Comm Res	SS
Disability Care - Housing	BU, SS
Disability Care - Legal Issues	BU, SS
Disability Care - Personal Care	HE, NS
Disability Care - Personal Dev	SS
Drafting	FA, MA
Drama	FA
Drawing	FA
Drivers Education	SS, ST
eBay, Making Money on eBay	MA, SS
ESL Eng as a Second Lang	FL, LA
Early Civilizations	SS
Earth Science	NS
Ecology	NS
Economics	BU, SS
Egyptian Civ, Egyptology	SS
Elder Care - Comm Res	SS
Elder Care - Housing	BU, SS
Elder Care - Legal Issues	SS
Elder Care - Personal Care	HE, PA
Electricity	BU, NS
Electronics	BU, NS
Energy	NS
English	LA
English Composition	LA
English for the Trades	LA
Entrepreneurial Studies	BU, SS
Environmental Protection	BU, NS, SS
Environmental Science	NS
Environmental Technology	BU, CS, NS, SS
Equestrian Skills - Competition	PE
Equestrian Skills - Dressage	PE, FA
Equestrian Skills - Jumping	PE
Equestrian Skills - Riding	PE
Equestrian Skills - Training	PE
Equine Health & Disease	NS
Equine Management	BU, PA
Equine Repro & Genealogy	NS
Equine Sc - Anat & Physi	NS
Equine Sc - Nutrition & Health	NS
Etmology	LA
European History	SS
Exploring Technology	CS
Family Farming	BU, SS
Fiction Writing	LA
Firefighting - Jr Volunteers	PA, PE
First Aid, CPR, Lifesaving	HE
Food Service Management	BU, SS, PA

Forest Management	BU, NS, SS	Literature, The Classics	LA	Pottery & Clay Design	FA
Forest Technology	BU, NS, SS	Livestock Care	NS	Presidency & American Govt	SS, US
French	FA, FL	Machine Tool Technology	BU, NS	Probability & Statistics	MA
Freshman College Comp	LA	Machines	NS	Psychology	NS, SS
Furniture Mkg, Repair, Restore	FA, PA	Managing Office Procedures	BU, SS	Public Speaking	FA, LA
Gardening	PA	Managing the Family Farm	BU, PA, SS	R O T C, Jr	SS, PE, US
Garment Making	BU, FA, PA	Management Communications	LA	Real Estate - Development	BU, MA, SS
Gemology	FA, NS	Marine Biology	NS	Real Estate - The Business of	BU, MA, SS
General Science	NS	Marketing & Advertising	BU, SS	Real Estate - Investment	BU, MA, SS
Genetics	NS	Marriage & the Family	SS	Real Estate - Law & Licensing	BU, SS
Geography	SS	Martial Arts	FA, PE	Real Estate - Value & Appr	BU, MA, SS
Geometry	MA	Math for Bus & the Trades	BU, MA	Refrigeration Technology	BU, NS, PA
Government & Politics	SS	Mechanical Drawing, Drafting	BU, FA, MA	Religion	LA, SS
Grammar & Composition	LA	Medical Assistant	HE, NS	Renewable Natural Resources	BU, NS, SS
Greek	FA, FL	Medical Terminology	LA, NS	Residential Arch & Design	FA, MA
Group Athletic Activities	PE	Medication Technician	HE, NS	Robotics	NS
Hair, Skin, & Nails	FA, HE, PA	Merchandising - Catalog	BU, SS	School-to-Work English	LA
Handcarving	FA	Merchandising - Direct Mrktg	BU, SS	Science & Technology	NS, SS
Health	HE	Merchandising - The Internet	BU, SS	Science of Everyday Things	NS, SS
Health Aide	BU, HE	Merchandising - Wholesaling	BU, SS	Screen Printing	BU, FA, PA
Health Careers Practicum	BU, HE	Meteorology	NS	Secretarial Systems	BU, LA, SS
Health Occupations, Intro	BU, SS	Microbiology	NS	Self Defense	PE
Health Specialties	BU, SS	Middle Eastern Civilization	SS	Sheet Metal Technology	BU, PA
Heavy Equipment Maint	NS, PA	Military History	SS	Sign Language (ASL)	FA, FL
Heavy Equipment Operator	PA	Military Science	NS, SS	Small Engine Repair	BU, NS, PA
Hebrew	FA, FL	Military Service, An Intro	SS	Sociology	SS
Hebrew Language & Culture	FA, FL, SS	Modern Civilization	SS	Space Science	NS
History of Flight	SS	Music	FA	Spanish	FA, FL
History of Music	FA, SS	Music Appreciation	FA	Speech	FA, LA
History of US through 1877	SS, US	Music Composition	FA	Stained Glass Design	FA
History of US from 1865	SS, US	Music History	FA, SS	State Studies	SS, ST
History of War, Weap, Warriors	SS	Musical Instrument Study	FA	Studio Ceramics	FA
Horticulture	NS	Music Theory	FA	Team Sports	PE
Household Mangt, Home Ec	SS, PA	Multicultural Literature	LA	Technical Math	BU, MA
How Everyday Things Work	NS	Mythology	LA, SS	Technical Writing	BU, LA
Human Growth & Dev	HE, NS, SS	Near East Civilization	SS	Tech of Yesterday & Today	NS, SS
Human Services	SS	Nutrition	HE, NS	Teen Survival	HE, SS
Humanities	FA, SS	Observational Drawing	FA	Telecommunications	BU, NS, SS
Individual Athletic Activities	PE	Oceanography	NS	The American Revolution	SS, US
Industrial Arts	PA, SS	Oral Interpretation	LA	The Civil War	SS, US
Information Technologies	BU, CS	Orchestra	FA	Theatre	FA, LA
Interior Design	BU, FA, PA	Outdoor Recreational Mangt	BU, PE, SS	Theology	LA, SS
Interpersonal Communications	LA, SS	Painting	FA	Trigonometry	MA
Introduction to Communication	LA, SS	Paleontology	NS, SS	TV Production	CS, NS, SS
Introduction to Linguistics	FL, LA	Parenting Skills	PA, SS	Typing, Keyboarding	BU, CS
Introductory Anthropology	SS	Peer Counseling	LA, SS	US History	SS, US
Investigating Insurance	BU, MA, SS	Personal Care Attendant	HE, SS	Veterinary Aide	BU, NS
Italian	FA, FL	Personal Finance	BU, MA	Veterinary - Sm Animal Care	NS
Japanese	FA, FL	Personal Fitness	HE, PE	Veterinary - Lg Animal Care	NS
Jewelry Making	FA, PA	Personal Investing	BU, MA	Veterinary - Technology	NS
Journalism	LA	Pharmacy Assistant	HE, NS	Video Production & Tech	CS, FA
Jr ROTC	SS, PE, US	Philosophy	LA, SS	Web Design & Maint	BU, CS, SS
Landscape Design	BU, FA	Photography - Black & White	FA	Weight Training	PE
Landscape Management	BU	Photography - Color	FA	Welding	BU, FA, PA
Landscaping	BU, FA, PA	Photography Lab	FA	Western Civilization	SS
Latin	FA, FL	Phys Ed for Men	HE, PE	Wilderness Survival	NS
Law Enforcement	SS	Phys Ed for Women	HE, PE	Woodworking	FA, PA
Leadership	SS	Physical Education	PE	Workplace Communications	LA
Legal Research	LA, SS	Physical Science	NS	World Affairs	SS
Legal Secretary	BU, LA, SS	Physics	MA, NS	Writing Lab	LA
Library Aide	LA	Poetry Writing	LA	Zoology	NS
Life Management	HE, SS	Political Science	BU, SS		



## Overview

The North Atlantic Regional High School is a school based in Auburn, Maine. NARHS is a state-authorized private school, recognized by the Department of Education as providing equivalent instruction. We assist in designing and advising a custom-designed program for each student, whether he/she is attending public school, private school, college classes, home-based education or a combination. For home school families, parents decide and direct the content of each course, while fulfilling the requirements for each specific high school credit. Courses taken as home educated are reviewed by our certified teachers. Students graduate with varying numbers of credits according to their ability, ambition, or academic goals.

## Home-Based Learning

Credits may be earned through home-based learning under the guidelines provided by NARHS in the parent manual and on the website [www.narhs.org](http://www.narhs.org). Studies based on approved curriculum must be reported to an appointed advisor during a registered time period of September 1 – August 31 of the next year. Specific guidelines for earning high school credit, outlined in the parent manual include, but are not limited to:

- The texts used must be high school level according to the publisher.
- The studies must be pre-approved by the program advisor.
- All work completed must be produced at the yearly portfolio review.

## Faculty

All NARHS faculty are state certified and hold at least a Bachelor's degree in education. Several of our faculty hold Master's degrees as well, and all have experience with education in a "traditional" setting.

## Other Institutions

Students may earn some, but not all of their graduation credits through other approved institutions, such as public schools, private schools, or online schools. Every source of credit is subject to investigation before transfer credit is allowed. Institutions which may be sources of transfer credit, if not regionally accredited, must provide course description, a list of resources used, and describe the means of assigning grades.

## Accreditation

NARHS is fully accredited by the Middle States Association of Colleges and Schools. As a result, the NARHS transcript has full reciprocity with any accredited school. The following page contains an unexhaustive list of colleges and universities that have accepted NARHS students and transcripts.



Adelphi University	Cornish College of the Arts	Knox College	Pensacola Christian College
Adirondack Community College.	Cranbrook Academy of Art	Lake Sumter Comm College	Pepperdine University
Adrian College	Creighton University	Laramie County Comm College	Philadelphia Biblical University
Alaska Pacific University	Curtis Institute of Music	Lawrence University	Piedmont College
Albright College	Daniel Webster College	LeTourneau University	Pinecrest Bible College
American Musical & Dramatic Academy	Daystar University (Kenya)	Lee University	Plymouth State University
American University	Denison University	Lehigh University	Pomona College
Amherst College	Denver Darkroom Schl of Photography	Lewis and Clark College	Purdue University
Andrews University	DePaul University	Liberty University	Queens University
Antioch College	Divers Institute of Technology	Lipscomb University	Raritan Community College
Arcadia University	Dordt College	Livingston College	Reed College
Asbury College	Drexel University	Loma Linda University	Rensselaer Polytechnic Institute
Ashworth College	Drew University	Long Island University	Reynolds Comm College
Assumption College	Dutchess Community College	Louisiana Tech University	Rice University
Atlanta Christian College	Emerson College	Loyola University	Ringling School of Art and Design
Augusta (GA) State University	Earlham College	Lyndon State College	Rivier College
Babson College	East Carolina University	Lynn University	Rochester Institute of Technology
Bagley College of Engineering	Eastern Michigan University	Macalester College	Rockport College
Bard College	Eastern Nazarene College	Maine College of Art	Roosevelt University
Barry University	Eastern University	Malone College	Rutgers University
Barton College	Eastman Conservatory of Music	Manhattan School of Music	Sarah Lawrence College
Bates College	Eckerd College	Marymount Manhattan College	Sarasota County Technical Institute
Baylor University	Elim Bible Institute	Marion College	School of Music, Indiana University
Ball State University	Elizabethtown College	Marlboro College	Sealaska Heritage Institute
Bellevue Community College	Embry Riddle University	Marshall University	Seattle Pacific University
Bellin College of Nursing	Erskine College	Massasoit Community College	Seattle Art Institute
Belmont Abbey College	Evergreen State College	Mercer University	Simpson College
Beloit College	Fairleigh Dickinson University	McDaniel College	Smith College
Bennington College	Fairmont State College	McIntosh College	Southern Adventist University
Berea College	Florida State University	McMaster University	Southern Maine Comm College
Berklee College of Music	Franciscan University	Merrimack Community College	Southern New Hampshire Univ
Berkshire Inst of Christian Studies	Franklin College	Mesa Community College	Southern Virginia University
Bethel University	Franklin Pierce College	Messiah College	Southwest Baptist University
Bluffton University	Freed-Hardeman University	Miami-Dade Comm College	Sterling College
Bob Jones University	Full Sail School of Film, Art.....	Milwaukee School of Engineering	Stockholm University (Sweden)
Bowdoin College	Geneva College	Mississippi State University	St. Andrews College
Boston University	George Fox College	Monroe Community College	St. Anselm College
Bowen Technical College	George Washington University	Montclair State University	St. John's College
Bowling Green State University	Georgetown University	Moody Bible Institute	St. Joseph's College
Brandeis University	God's Bible School & College	Motorcycle Mechanic Institute	St. Mary's College
Brevard Community College	Gordon College	Mount Holyoke College	St. Olaf College
Bridgewater State University	Goucher College	Mount Ida College	St. Petersburg College
Brigham Young University	Grace University	Mount St. Mary's University	St. Thomas University
Brookhaven College	Granite State College	New Brunswick Bible College	SUNY (State Univ. of New York)
Brownsville School of Ministry	Green Mountain College	New College of Florida	SUNY Coll. of Environmental Science
Bryan College	Green River Comm College	New England Bible College	SUNY Maritime College
Bryn Mawr College	Grinnel University	New England Conservatory	Suffolk County Comm College
Camden Community College	Grove City College	New Hampshire Community Tech	Swarthmore College
Carleton University	Guilford College	New Tribes Bible Institute	Syracuse University
Carnegie Mellon University	Hampden-Sydney College	New York University	Taylor University
Catholic University of America	Hampshire College	North Carolina State University	Temple University
Cedarville University	Hartt School of Music	North Central University	Tennessee Temple University
Central Maine Comm College	Harvard University	North Greenville College	Texas A & M University
Central Michigan University	Hesser College	North Idaho College	Texas Christian University
Christopher Newport University	Houghton College	New Mexico Tech	The Masters College
Cincinnati Bible Coll & Seminary	Highland Comm College	North Park University	Thomas More College
Cincinnati Conservatory of Music	Hillsboro Comm College	Northeastern University	Trinity College of Florida
Claremont McKenna College	Hillsdale College	Northwest College	Trinity International University
Clark University	Holy Cross (College of the)	Northwest University	Tulane University
Clarkson University	Hofstra University	Norwich University	UCLA School of Music
Case Western Reserve University	Hudson Valley Comm College	Notre Dame	Ultrasound Diagnostic School, Tampa
Cleveland Institute of Music	Huntington College	NYU Tisch School of the Arts	Union College
College Misericordia	Husson College	NYU Steinhardt School of Education	Universal Technical School, Phoenix
College of Charleston	Indian River Comm College	Nyack College	United States Air Force Academy
College of the Atlantic	Indiana University	Oakton Community College	United States Coast Guard Academy
College of New Jersey	Iowa State University	Oberlin College	United States Merchant Marine Acad
College of St. Rose	Ithaca College	Odessa Community College	United States Naval Academy
College of St. Scholastica	Ivy Technical Comm College	Ohio State University	Unity College
College of the Ozarks	James Madison University	Ohio University	University College of Bangor
College of Wooster	Jefferson Davis Comm College	Oklahoma State University	University of Alabama
Colorado Christian University	Johns Hopkins University	Oklahoma Wesleyan University	University of Central Florida
Colorado College	Johnson and Wales University	Olivet Nazarene University	University of Chicago
Colorado School of Mines	Julliard	Oregon Institute of Technology	University of Colorado
Colorado State University	Kalamazoo College	Orlando Culinary Academy	University of Connecticut
Columbia International University	Kansas State University	Palm Beach Comm College	University of Georgia
Concordia University	Keene State College	Pacific University	University of Hawaii
Cooper Union Adv Science & Art	Kennebec Valley Tech College	Pasco-Hernando Comm College	University of Indianapolis
Cornell University	Kentucky Wesleyan College	Peabody Cons., Johns Hopkins	
		Penn State	

