



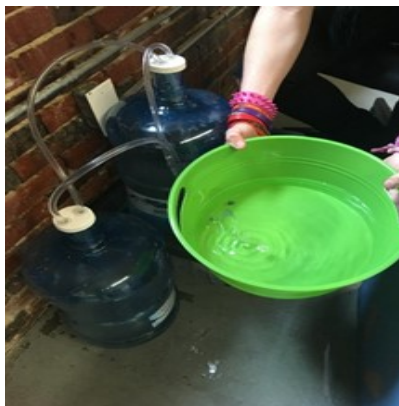
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Experimenting with Everyday Materials

Our science work this quarter included conducting two very different experiments. The students enjoyed putting these experiments together – working directly with each component helped them to understand “first hand” how different systems work. These experiences can enable our students to understand how the world around them operates, what makes up the materials they use every day, and most importantly, to help them question “why” something happens. Often, the pursuit of answers can lead to a new direction and potentially, a career.

The first system, a “perpetual motion” fountain, uses physical concepts of gravity, siphoning, and potential energy. The fountain, comprised of two bottles and a basin, is connected by a series of tubes. This experiment was a challenge because students needed to adjust the



height of the basin relative to the bottles in order to make the fountain flow. Ideally, the water will continue to flow, but as our students soon found out, the water flowing into the basin was much less than what flowed out and the fountain eventually stopped. They made a valiant attempt at creating perpetual motion!

The second experiment was designed to introduce students to crystals and how these materials grow. Crystals are important because they help scientists understand the structure of different materials. We began with a heated saturated solution which students poured into a mason jar containing a twisted pipe cleaner. The crystals

began to form on the pipe cleaner as the water evaporated. The dissolved borax particles form structures with consistent recurring patterns, making them strong and hard. Students were able to see crystals forming within a matter of hours!

– David Tong

Summer Reading Opportunity

COA is pleased to announce that we are offering a summer reading opportunity this year.

Throughout the summer, students taking advantage of this opportunity will explore a literary theme of their choice. Literary themes are the backbone of story telling– providing the reader with the main idea of the story and can make it more personalized for them. Common literary themes include conflict, relationships, taking a stand, overcoming adversity and survival.

The course requires students to read a minimum of three books of the student’s choice as they relate to the theme of their choice and complete reading logs, book reports, and a thematic essay.

We’re excited to see students take advantage of this independent reading opportunity and see where they make connections between their own lives and the literary themes they explore.

Congratulations to our Graduates!



We have four students who attended COA graduating this year. Each graduate had a unique path that we were able to support, whether it was working with their sending district, graduating early or extending their timeline.

The graduates worked hard to meet their goal of graduating this year—we're so proud of you and can't wait to see what you do next!



Perspectives on History

World War 2 came to COA this quarter, as we looked at the causes and effects of the deadliest conflict in world history. Students learned about the causes of the war in Europe, and discussed how the Japanese attack on Pearl Harbor abruptly brought the United States into the conflict.

While students had heard of Pearl Harbor, Hitler and the Holocaust earlier in their educational careers, we focused on several firsthand accounts of the atrocities of the war, viewing haunting images of Holocaust victims and concentration camps and reading the words of United States soldiers who helped to liberate those camps.

As we switched to the war on the Pacific Front, our perspective shifted to Japanese Internment camps in America, where we read journal entries from a Japanese-American who was interred in the United States during the war. The writer – a teenager himself at the time of his internment – showed all the signs of being a normal teen. He was focused on college football

and complaining about his schooling.

From there we moved on to how the war in the Pacific ended, the bombings of Hiroshima and Nagasaki. We tied this into our English unit on Journalism by reading stories from a New York Newspaper reporter who witnessed the bombing of Nagasaki, and another article, written by an independent news organization. Our students said they were not surprised at the difference in tone of the two articles, as the New York writer wrote about the devastation with a tone of awe and near reverence, while the story written by the news organization based out of Guam contained quotes from Japanese officials which described the horror on the ground, and even went so far as to refer to it as a "Holocaust" the word that had so recently been used to describe the horrors committed by the Germans.

We also visited Odiorne Point State Park in Rye. Known

for its bunkers and old gun mounts, Odiorne Point was taken over by the United States government after entering World War 2. The government took the land by Eminent Domain in order to protect against an attack from the Atlantic Ocean, and the skeletons of that defense still remain today in the bunkers and abandoned gun nests.

- Terrill Covey



Students explore bunkers at Odiorne Point State Park in Rye, NH.