MOUNT PROSPECT

ACADEMY

MOUNT PROSPECT ACADEMY INC.

PROGRAM OF STUDIES

2025-2026

Mission Statement:

The mission of Mount Prospect Academy is to provide a caring safe therapeutic environment where students have the opportunity to grow and acquire the skills they need to reach their educational and social potential. We aim to develop trusting relationships with students and facilitate experiences that promote their ability to self-regulate; manage thoughts and feelings; and develop feelings of safety, confidence, and competency.

Grading System:

Mount Prospect Academy's grading system records and reports student achievement in their assigned courses. It is the teacher's evaluation of a student's progress based upon classroom and program standards. Numeric and alphabetic grades are used to indicate the degree of achievement, and numbers are used to indicate the student's effort. Mount Prospect Academy sends report cards and IEP progress reports to parents at least four times a year.

Grading System

Grade	Score	GPA
A+	97-100	4.33
A	93-96	4
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1
D-	60-62	0.67
F	Below 60	0
P	Pass	N/A
NC	No Credit	N/A
INC	Incomplete	N/A

In the 2013-2014 academic year, Mount Prospect Academy began developing a competency-based assessment for determining course credit acquisition that aligns with Ed 306.7, which states that all schools must have "a competency assessment process and defined course level competencies." Credit toward graduation will be awarded when a student has demonstrated proficiency in all the competencies for a course.

The competencies will give our teachers the opportunity to more closely measure a student's learning, and a student must pass every competency for the course to be awarded a grade and/or credit. If a student is unable to demonstrate proficiency in any competency for a course, the student will receive an Incomplete for that course and will have opportunities to reengage in the material through a special

plan until they meet the competency. When the student demonstrates that they have met the competencies, the teacher will issue a grade for the course.

Graduation Requirements:

All students are enrolled in the appropriate academic classes as defined by their sending school district's graduation requirements. If a student is working towards a Mount Prospect Academy diploma, the following requirements are needed to achieve a diploma:

Subject/Course	**Minimum credits required for graduation**
English	**4 credits**
Mathematics	**3 credits** - **1 credit Algebra** - **2 additional Math credits**
Social Studies	**2.5 credits** - **1 credit US and NH History** - **½ credit American Government** - **½ credit Economics, including Personal Finance** - **½ credit World History or World Geography & Cultures**
Science	**2 credits** - **1 credit Physical Sciences** - **1 credit Biological Sciences**
Physical Education	**1 credit**
Health	**½ credit**
Digital Literacy	**½ credit**
Fine Arts	**½ credit**
Electives	**6 credits**
Citizenship Exam	**Pass**
Total Credits	**20 credits**

****Students attending Mount Prospect Academy have the option of taking alternative and supplemental courses that meet the NH standards and are taught by NH certified educators through a variety of platforms for students who are looking for additional coursework.

MIDDLE SCHOOL (Grades 5-8)

Middle School classes are taught in a multi-age setting where students in grades five through eight learn cooperatively in the same classroom. Although the students are learning the same material, the depth of each lesson and assignment is tailored to the appropriate grade level of each student.

Courses taught at the middle school level include English Language Arts and Reading, Mathematics, Science, Social Studies, Art, Physical Education, Health Education, Family and Consumer Science, Information and Communication Technology and Technology Education. Read 180 is used as part of an enrichment program to assist students in acquiring new reading and fluency skills. In each of these courses, students will explore the various careers that are associated with the content area.

Overview of Grade 5:
English: Students will learn to read closely and write to learn, research to build knowledge and teach others, consider perspectives and support opinions, and gather evidence and speak to others
Math: Students will learn place value, decimals, multiplying and dividing multi-digit numbers, multiplying and dividing multi-digit numbers involving decimals, adding and subtracting fraction, solving word problems, area, and volume
Social Studies: Students will learn United States Geography and Early American History
Science: Students will study units in Earth, Life and Physical Science

Overview of Grade 6:
English: Students will learn to read closely and write to learn, working with evidence, understanding perspectives, and reading for research and writing an argument
Math: Students will study ratios and unit rates, division of fractions, rational numbers, expressions and equations, area, surface and volume, and statistics
Social Studies: Students will study World Geography
Science: Students will study units on matter, cell structure and function, cell processes, forces and motion, earth, sun moon system and earth's changing surface.

Overview of Grade 7:
English: Students will learn to read closely and write to learn, working with evidence, understanding perspectives, reading and research
Math: Students will study ratios and proportional relationships, rational numbers, expressions and equations, percent and proportional relationships, statistics and probability, and geometry
Social Studies: Students will study Western Civilization
Science: Students will study units on heredity and reproduction of organisms, ecosystems, chemical reactions, waves and electromagnetic radiation, types of waves, solar system and types of interactions

Overview of Grade 8:
English: Students will learn to read closely and write to learn, working with evidence, understanding perspectives, and research, decision-making and forming positions
Math: Students will study integers and scientific notation, the concept of congruence, similarity, linear equations, examples of functions from Geometry, linear functions, and introduction to irrational numbers using Geometry
Social Studies: Students will study US History
Science: Students will study units on weather and climate, natural selection and adaptations, energy, natural versus human impacts

HIGH SCHOOL (Grades 9-12)

Arts Education Course Descriptions

Art 1- 1 credit
The Art I curriculum will introduce students to studio experiences, art history & cultural connections, art vocabulary, aesthetics and the process of art criticism. This is a foundations course and a prerequisite to advance to other art courses.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop artistic and cultural awareness, imagination, perception and skill.
2. Students will maintain a sketchbook and portfolios (standard and/or digital).
3. Students will foster creativity, self-expression, confidence, and discipline.
4. Students will utilize a strong work ethic and proper safety procedures.
5. Students will improve craftsmanship and problem-solving abilities.
6. Students will prepare for advanced levels of art.
7. Students will identify safety and health issues associated with materials, tools, equipment supplies and procedures.

Art 2- 1 credit
The Art II curriculum will strengthen basic art skills by providing additional studio experiences, in-depth cultural information, and increased vocabulary. Art II students will be expected to exhibit greater proficiency in all skills and technical ability.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop artistic and cultural awareness, imagination, perception and skill.
2. Students will maintain a sketchbook and portfolios (standard and/or digital).
3. Students will foster creativity, self-expression, confidence, and discipline.
4. Students will utilize a strong work ethic and proper safety procedures.
5. Students will improve craftsmanship and problem-solving abilities.
6. Students will prepare for advanced levels of art.
7. Students will identify safety and health issues associated with materials, tools, equipment supplies and procedures.

Digital Photography- 1 credit
The Digital Photography curriculum builds upon previous art learning and provides students with in-depth photography experiences. Digital Photography will introduce students to camera skills, studio experiences, art history & cultural connections, art vocabulary, aesthetics and the process of art criticism.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop an understanding of the use of a digital camera and types of photography.
2. Students will develop artistic and cultural awareness, imagination, perception and skill.
3. Students will maintain a sketchbook and portfolios (standard and/or digital).
4. Students will exhibit an understanding and use of terminology specific to photography and its processes.
5. Students will foster creativity, self-expression, confidence, and discipline.

6. Students will utilize a strong work ethic and proper safety procedures.
7. Students will improve craftsmanship and problem-solving abilities.

Business Education Course Descriptions

Personal Finance- .50 credit
The Personal Finance course is intended to help familiarize the student with the basic and essential concepts of personal finance. There is a long-term project spread over the length of the course. This course covers the fundamentals of personal finance, role of consumers in the economic system of the United States, financial planning in personal life, ways to manage finances, and different investment strategies. It also covers various career options available in the field of personal finance. *(This course meets the Economics course requirement).*

Course Competencies: This course will help the student meet the following competencies:

1. Students will identify the role of the consumer in the economic system of the United States.
2. Students will describe types and services of financial institutions and their role in personal financial planning.
3. Students will describe various career options in personal finance and identify the basics of personal financial planning.
4. Students will manage personal and family incomes and expenses.

Career Exploration- .50 credit
In the Career Exploration introductory course, students will learn about the phases of the business cycle, supply and demand, business ethics, safe and secure environmental controls, marketing, diversity in the workplace, workplace behaviors, and communication techniques, both verbal and nonverbal. They will understand their rights and responsibilities as consumers and how economic issues, both nationally and globally, affect the individual.

Course Competencies: This course will help the student meet the following competencies:

1. Students will identify personal role models and influential people in the student's life.
2. Students will describe the student's strengths and weaknesses.
3. Students will relate the student's achievements to the student's aptitudes and skills.
4. Students will identify and explore career options in different career clusters and pathways.
5. Students will identify the academic requirements for different career pathways.
6. Students will identify the skills, abilities, and talents that different careers require.
7. Students will identify employment opportunities in different career pathways.
8. Students will describe the tasks that people perform in different careers.
9. Students will create and manage an academic and career plan that is aligned with their personal goals and interests.
10. Students will identify ways that you can earn college credit while they're still in high school.
11. Students will identify various options for funding your college education.
12. Students will recognize how their performance in college placement tests such as the SAT, ACT, ASVAB, and ACCUPLACER impact their academic and career goals.
13. Students will identify and acquire basic academic skills, interpersonal skills, technology skills, workplace readiness skills, and financial management skills for success in college and in their career.

14. Students will prepare a job search portfolio and acquire skills for success in job interviews.

Business Technology Applications– 1 credit

Business Technology Applications is a one-credit foundation course; Instruction is flexible and focuses on quality performance in the skill areas of organization, time management, customer service, and communication. Students will work independently and cooperatively to acquire technical, academic, and personal skills needed to succeed in an ever-changing business world. The focus of the Business Technology Applications course is the introduction of skills related to information of technology basics, Internet fundamentals, network systems, computer maintenance/upgrading/troubleshooting, computer applications, programming, graphics, web page design, and interactive media. Students explore ethical issues related to computers and internet technology and develop teamwork and communication skills that will enhance their employability.
(Recommended prerequisite(s): Keyboarding course(s) or teacher-approved demonstration and documentation of touch keyboarding skills)

Course Competencies: This course will help the student meet the following competencies:

1. Students will demonstrate workplace readiness skills: Personal Qualities and People Skills
2. Students will demonstrate workplace readiness skills: Professional Knowledge and Skills
3. Students will demonstrate workplace readiness skills: Technology Knowledge and Skills
4. Students will examine all aspects of an industry.
5. Students will master information technology basics.
6. Students will use computer applications.
7. Students will investigate computer fundamentals.
8. Students will maintain, upgrade and troubleshoot computers.
9. Students will explore network fundamentals.
10. Students will explore internet fundamentals.
11. Students will explore programming basics.
12. Students will explore the basics of web page design.
13. Students will prepare for industry certification.
14. Students will develop career exploration and employability skills.

Business Essentials – .50 credit

Business Essentials introduces students to the world of business and helps prepare them for the economic roles of consumer, worker, and citizen in an ever-changing world through effective oral and written communication, agility and adaptability, collaboration and leading by influence. This course serves as background for accessing and analyzing information about business courses students may take in high school and in higher education. Business Essentials will promote curiosity and imagination, assist students with consumer decision making, prepare them for future employment, and help them effectively perform their responsibilities as a citizen.

Course Competencies: This course will help the student meet the following competencies:

1. Students will explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.
2. Students will utilize local resources to research career plans.
3. Students will recognize the interrelationships of family, community, career, and leisure roles.
4. Students will prepare a budget and keep financial records.

5. Students will prioritize, allocate time, prepare and follow schedules to complete a project.
6. Students will apply appropriate time to task and use physical resources wisely to accomplish a goal.
7. Students will demonstrate appreciation for diverse perspective needs and characteristics.
8. Students will demonstrate active leadership skills by participation in group activities and projects.
9. Students will demonstrate positive personal and work ethics and demonstrate skills to be a productive citizen.
10. Students will demonstrate appreciation for diverse perspective needs and characteristics.
11. Students will practice several methods of effective communication.
12. Students will practice technical skills and procedures required for an occupation.
13. Students will practice safe and appropriate use of technology.
14. Students will select the appropriate tools, equipment, and procedures for the task.
15. Students will manage and maintain technological tools and follow troubleshooting protocol.
16. Students will apply technical information to a variety of sources.
17. Students will practice and demonstrate academic and technical skills to a workplace setting.
18. Students will apply the concepts of entrepreneurship.
19. Students will identify possible outcomes and consequences of decisions.
20. Students will use acceptable industry standard equipment in a school setting.

Family and Consumer Science Course Descriptions

Introduction to Family and Consumer Science- 1 credit

The Introduction to Family and Consumer Science course will provide students with an overview of the four major content areas of Family and Consumer Sciences. Students will be introduced to child development, family relationship concepts and how they relate to family dynamics. Additionally, students will identify financial literacy and consumer economic principles. Students will understand the concepts of design through textiles for personal and home use. Throughout the course, students will develop communication, leadership and career investigation skills.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop skills in professionalism, leadership and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings.
2. Students will develop personal attributes that contribute to healthy families, community involvement and workplace productivity.
3. Students will develop knowledge of food and nutrition to make informed choices that support safe, affordable and sustainable food practices.
4. Students will develop skills to achieve personal financial wellness and become an educated consumer.
5. Students will develop wellness practices that promote a healthy lifestyle.
6. Students will apply the principles of design to interior and exterior spaces and textiles.
7. Students will develop knowledge and skills to maintain a healthy living environment.

Transitions and Careers -1 credit

In this course, students will analyze interests, aptitudes and skills to prepare for careers and transition through life. An emphasis will be placed on work ethics, team building, communication and leadership skills. Additional topics will include technology etiquette and career planning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop skills in professionalism, leadership and communication, as applied to career planning and entrepreneurship, to succeed in educational and professional settings.
2. Students will develop personal attributes that contribute to healthy families, community involvement and workplace productivity.
3. Students will Identify the knowledge, skills and abilities necessary to succeed.
4. Students will describe the role and function of professional and community organizations, industry associations and organized labor.
5. Students will develop a networking plan to build and maintain professional relationships.
6. Students will explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
7. Students will apply problem-solving and critical-thinking skills to issues when making decisions and formulating solutions.
8. Students will give and receive constructive feedback to improve personal and professional habits.
9. Students will adapt personal coping skills to adjust to life and workplace demands.
10. Students will recognize different cultural beliefs and practices and demonstrate respect for them.
11. Students will explore career opportunities that reflect personal interests, strengths, values, personalities, skills and abilities.
12. Students will develop leadership, team building and communication skills to promote collaboration.
13. Students will evaluate how beliefs, values, attitudes and behaviors influence personal and professional goals.

Childhood Development and Parenting- 1 credit
In the Childhood Development and Parenting course, students will study the principles of child growth, development and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating childcare services.

Course Competencies: This course will help the student meet the following competencies:

1. Students will analyze childhood development and appropriate practices to plan for parenting early childhood education and careers.
2. Students will apply concepts of human growth and development prenatal through school age children.
3. Students will demonstrate professional practices and standards related to working with children and/or parenting.
4. Students will learn about the basics of parenting, including parenting roles and responsibilities and parenting styles.
5. Students will assess an individual's preparedness to become a parent.
6. Students will learn about prenatal and postnatal care.

7. Students will discuss the importance of positive parenting and effective parent-child communication.
8. Students will discuss the effects of cultural diversity, mass media, and technology on children and parents.
9. Students will explore issues and concerns that contemporary parents face.

Food and Nutrition .50 credits

The Food and Nutrition course is offered through our Culinary Arts class and is designed for students who are interested in understanding the principles of nutrition as a basic human need, and its link to current information in maintaining a healthy lifestyle, as related to individuals and families across the lifespan. Students will develop life skills needed in a wide variety of Foods and Nutrition related careers. Emphasis will be given to the economic, cultural, scientific, health, and local "farm to table" connections to food, using 21st Century learning skills. Students will demonstrate various food selection, safety, sanitation, and preparation skills; terminology, principles, and techniques. Knowledge of kitchen equipment, and accurate measurement will be applied, when preparing delicious, nutritious, and aesthetically pleasing food presentations.

Course Competencies: This course will help the student meet the following competencies:

1. Students will demonstrate safe and sanitary practices using proper equipment and accurate measurements in preparation of food from "farm to table".
2. Students will analyze nutritional dietary factors that influence food choices in wellness of individuals and families across the lifespan.
3. Students will assess the effects economics, science and technology have on the quality of nutrition in foods.
4. Students will develop knowledge of food and nutrition to make informed choices that support safe, affordable and sustainable food practices.

Textile, Fashion and Design – 1 credit

This is an introductory course that will familiarize students with careers in the textile, fashion, and apparel industries and will help them understand personal suitability for success. Students will identify and obtain a working knowledge of fibers, methods of textile construction, and finishing through technology, instruction, discussion, and experimentation. Students will explore past history and current trends. Students will creatively utilize the elements and principles of design to recognize well-designed and constructed textiles as well as explore reasons, identify methods, and demonstrate skills needed for altering, repairing, recycling, and redesigning apparel and/or textile products. This course will also provide opportunities for students to apply communication, leadership, management, and critical thinking skills to all areas of textile development and merchandising. By coordinating classroom theory with hands on experiences, students develop and enhance their creativity, critical thinking and problem solving skills necessary to be innovative and productive members of society.

Course Competencies: This course will help the student meet the following competencies:

1. Students will analyze career pathways within textile apparel and design industries.
2. Students will demonstrate fashion, apparel, and textile design skills.
3. Students will demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.
4. Students will evaluate elements of textile, apparel, and fashion merchandising.

Consumer and Resource Management -. 50 credits
This course will help students learn how to make intelligent choices in the use of resources in order to gain maximum personal and family satisfaction. Course content may include: interrelationships between the individual and the economy**; consumer behavior; consumer rights and responsibilities; evaluating consumer information; financial services; resource management techniques; consumer credit; developing financial plans to meet personal and family goals; financial security; societal and environmental impacts of decisions; current issues relating to consumerism and resource management; sources of consumer support and assistance; related careers; leadership development. *(**This course may include concepts of personal finance such as checkbook mechanics, saving for larger purchases, credit, earning power, taxation and paycheck withholdings, college costs, making and living within a budget, mortgages, retirement savings, and investments.)*

Course Competencies: This course will help the student meet the following competencies:

1. Students will analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
2. Students will demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.
3. Students will evaluate the reciprocal effects of individual and family participation in community and civic activities.
4. Students will demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
5. Students will analyze the relationship between the global environment and family and consumer resources.
6. Students will analyze policies that support consumer rights and responsibilities.
7. Students will evaluate the effects of technology on individual and family resources in a global context.
8. Students will analyze relationships between the economic system and consumer actions in a global context.
9. Students will demonstrate management of financial resources to meet the goals of individuals and families across the life span.
10. Students will demonstrate the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security.
11. Students will analyze career paths within consumer service industries.
12. Students will analyze factors, including cultural, political, and geographical influences, that affect consumer advocacy.
13. Students will analyze factors in guiding the development of long-term financial management plans.
14. Students will demonstrate skills needed for product development, testing, and presentation.
15. Students will analyze the impact of conditions that could influence the well-being of individuals and families.
16. Students will evaluate services for individuals and families with a variety of conditions that could impact their well-being.
17. Students will demonstrate teamwork and leadership skills in the family, workplace, and community.
18. Students will demonstrate standards that guide behavior in interpersonal relationships.

English Course Descriptions

English 9 - 1 credit

This course is designed for students who plan to go to a four or two-year college, technical school, job training or work force. It is preparation for upper-level English courses. Literature—including novels, short stories, and poems—are studied and are the basis for many of the writing assignments and projects. Grammar, vocabulary and the writing process are integral and everyday aspects. The student's acceptance of responsibility for his/her own work, in addition to organization skills and study habits, will be reinforced all year.

Students will read literature that focuses on the transition to adolescence, focusing on themes of identity, individuality, and the influence society and culture can have on an individual. Students will explore the formation of friendships, familial relationships, and the effects personal choice can have on an individual.

Course Competencies: This course will help the student meet the following competencies:

1. Students will write a five-paragraph essay with an introduction, body and conclusion.
2. Students will use writing as both a practical and a creative tool.
3. Students will identify and apply figurative language and literary terms.
4. Students will use study skills, note-taking techniques, and test-taking strategies.
5. Students will read and comprehend themes in fiction, non-fiction, poetry and drama.
6. Students will analyze how writers and readers are influenced by social, personal, historical, and cultural context.
7. Students will relate themes and ideas in literature to life.
8. Students will use various oral and written communication strategies appropriate to individual situations including conflict, problem-solving, and relationships and to work as part of a team.

English 10 - 1 credit

English 10 builds upon the skills introduced in English 9. Four to five novels will be read over the course of the year. Grammar and vocabulary will continue to be parts of the curriculum practiced mainly through writing. Study habits and organizational skills are again reinforced throughout the course of the year. Class participation and completion of work are the foundation of the student's grades.

Students will read literature in all forms to gain an understanding of differences between American society and world societies as a means of discovering more the fundamental similarities between societies. Students will construct a definition of what society is, the effect that society has on the individual, and vice versa.

Course Competencies: This course will help the student meet the following competencies:

1. Students will write a five-paragraph essay with an introduction, body and conclusion.
2. Students will use writing as both a practical and a creative tool.
3. Students will identify and apply figurative language and literary terms.
4. Students will use study skills, note-taking techniques, and test-taking strategies.
5. Students will read and comprehend themes in fiction, non-fiction, poetry and drama.
6. Students will analyze how writers and readers are influenced by social, personal, historical, and cultural context.
7. Students will relate themes and ideas in literature to life.

8. Students will use various oral and written communication strategies appropriate to individual situations including conflict, problem-solving, and relationships and to work as part of a team.

English 11 - 1 credit

The American Literature course is a survey of American Literature. Short stories, novels and poetry will be the backbone of the workload and will drive all other aspects of the course. Writing assignments, projects, grammar and vocabulary will be based on the reading selections. Students should expect to and be capable of working independently on some assignments; motivation and focus are qualities emphasized and strengthened throughout the course. Work on the computer with Microsoft programs and the Internet will be mandatory for at least three of the major assignments. An ongoing research paper/project is worked on during the year. Students will read, analyze, and discuss a variety of literature, including fiction; non-fiction; poetry; and drama written by American authors from different time periods.

Course Competencies: This course will help the student meet the following competencies:

1. Students will write a five-paragraph essay with an introduction, body and conclusion.
2. Students will use writing as both a practical and a creative tool.
3. Students will identify and apply figurative language and literary terms.
4. Students will use study skills, note-taking techniques, and test-taking strategies.
5. Students will read and comprehend themes in fiction, non-fiction, poetry and drama.
6. Students will analyze how writers and readers are influenced by social, personal, historical, and cultural context.
7. Students will relate themes and ideas in literature to life.
8. Students will use various oral and written communication strategies appropriate to individual situations including conflict, problem-solving, and relationships and to work as part of a team.

English 12 - 1 credit

The British Literature course is a survey of British Literature. Short stories, novels, and poetry will be the backbone of the workload and will drive all other aspects of the course. Writing assignments, projects, grammar and vocabulary will be based on the reading selections. Students should expect to and be capable of working independently on some assignments; motivation and focus are qualities emphasized and strengthened throughout the course. Computer work will be an everyday part of the course; several of the major assignments will require internet and PowerPoint presentations. Students will read and analyze selections from a variety of British authors throughout history. Students will gain an understanding of language as something that can change over time and is still changing even in the present. Students will also practice writing college entrance essays.

Course Competencies: This course will help the student meet the following competencies:

1. Students will write a five-paragraph essay with an introduction, body and conclusion.
2. Students will use writing as both a practical and a creative tool.
3. Students will identify and apply figurative language and literary terms.
4. Students will use study skills, note-taking techniques, and test-taking strategies.
5. Students will read and comprehend themes in fiction, non-fiction, poetry and drama.
6. Students will analyze how writers and readers are influenced by social, personal, historical, and cultural context.
7. Students will relate themes and ideas in literature to life.

8. Students will use various oral and written communication strategies appropriate to individual situations including conflict, problem-solving, and relationships and to work as part of a team.

Basic Reading Skills Course – Edmentum course- 1 credit
The Basic Reading Skills Course was developed using modules from different Edmentum Courseware. In Basic Reading Skills, students will learn a variety of reading strategies and apply techniques to improve their vocabulary skills. Each unit in this course builds on the previous unit and provides essential strategies required for reading critically, developing their vocabulary, and engaging with texts to understand what they read and go beyond understanding to analysis of texts.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use strategies for summarizing and paraphrasing different types of texts.
2. Students will use different strategies, including taking notes to develop ideas for their writing. Prepare for reading and writing tests.
3. Students will explore the use of context clues, prefix clues, and a dictionary to find meanings of unknown words.
4. Students will learn to distinguish between commonly confused words, including homonyms and homophones.
5. Students will analyze figurative language used in text and identify the actual meaning of idioms.
6. Students will use pre-reading strategies such as asking and answering questions, using prior knowledge, and reading between the lines to improve their reading comprehension.
7. Students will analyze text structures to identify the main idea and important details in a text.
8. Students will analyze organizational structures such as cause-and-effect and chronology in a text to understand the implied details.
9. Students will arrange sentences in logical order and use transitional words to connect sentences in a paragraph.
10. Students will use different clues to identify the meaning and setting implied in a text.
11. Students will identify details and information in illustrations, examples, and other graphics in a text.
12. Students will interpret mood and tone in a text.
13. Students will analyze context clues and imagery to better understand a writer's persuasive purpose.
14. Students will learn how to read and understand messages efficiently.
15. Students will learn how to read, interpret, and write a business letter.
16. Students will explore various reading strategies to locate and analyze information in technical documents.
17. Students will identify errors and missing features in a set of directions and write clear directions.
18. Students will find the right form and understand the directions given in a form.

Information and Communication Technologies Course Description

Information and Communication Technology– .50 credits
The primary goal in the ICT class is to help integrate each curriculum area with computer literacy. This is achieved by exposing students to a wide variety of hands-on computer experiences which includes Microsoft Word, Excel, Power Point and Publisher. By providing a broad range of computer experiences, we help students understand how computers can facilitate learning in all subject areas.

We encourage students to respect one another's learning styles and different levels of computer expertise. Cooperative learning is encouraged so that the computer is viewed as a tool, not a companion. An effective computer program provides students with the opportunity to be self-directed, to pose and pursue their own questions, to explore, construct and create. We encourage students to feel confident enough to explore and build on what they know. The curriculum of the ICT class focuses on critical thinking, problem solving, and societal concerns born of the Information Age. While problem-solving skills are part of the curriculum in many areas of study, the core of computer science is the study of techniques of problem solving. These core principles of computer science will persist even as technology changes.

Course Competencies: This course will help the student meet the following competencies:

1. Students will develop technological fluency through the effective use of computers.
2. Students will become familiar with various computer applications.
3. Students will work independently and become problem solvers.
4. Students will develop self-confidence as they develop their technological skills.
5. Students will augment the learning in their academic areas by promoting the integration of computer use with classroom work.
6. Students will participate in cooperative learning through group activities.
7. Students will develop ethical computer usage.

World Languages Course Descriptions- (These courses are offered through VLACS)

French 1A -.50 credit

In French 1A, the students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of their social life. The students will start with basic sentence structures and grammatical tools, and they will learn to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. The students will also learn about some regions of the French-speaking world which the central characters of each unit are visiting. The students will build on this semester's work as they advance in their French studies: everything that the students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use subject pronouns and match them with conjugated verb forms; use adjectives and articles and match them (by gender and number) with nouns.
2. Students will construct and comprehend, orally and in writing, sentences in French in the present tense with a variety of regular and irregular verbs.
3. Students will know when to use the verbs être (to be), savoir (to know) in several situations.
4. Students will ask and answer questions about countries of origin using the verb venir (to come).
5. Students will use verbs like aimer, adorer, and n'aimer pas to express likes and dislikes.
6. Students will make comparisons and express agreement and disagreement.

French 1B - .50 credit

In French 1B, the students will be introduced to several common situations in which people describe how to earn, save, and manage money. The students will talk about modes of urban transportation, various seasons and the associated weather conditions, foods, clothes, and activities. The students will also describe various art forms, plays, concerts, and movies. The students will discuss health and wellbeing, and travel and tourism. The students will build on what they learned in the French 1A course to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. The students will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. The students will build on this semester's work as they advance in their French studies: everything that the students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will practice conjugating regular verbs in the passé composé (past) tense using the auxiliary avoir.
2. Students will use the verbs devoir (to owe), épargner (to save), déposer (to deposit), retirer (to withdraw), and gagner (to earn) to describe how money is earned and saved, how to open a bank account, how to use credit and debit cards.
3. Students will use the passé composé tense of acheter (shop), payer (pay), and recevoir (receive).
4. Students will use passé composé of lire (read), emprunter (take out), preter (lend) along with direct object pronouns.
5. Students will use the futur proche, or aller+ifinitif to talk about what is happening now, and what is going to happen.
6. Students will use verbs such as jouer (act), practiquer (practice), memoriser (memorize), bouger (move), and danser (dance) to describe the creation of art through drawing and painting, the various tools and techniques used by artists.
7. Students will practice verbs and vocabulary associated with music, bands, and concert-going.
8. Students will use subjunctive mode with il faut que (it is necessary that).
9. Students will introduce and practice reflexive verbs (with reflexive pronouns) in both the present tense and the imperative mode.
10. Students will use être to talk about where countries are and what their capitals are. Students will review the passé composé using the auxiliary verbs être and avoir to talk about past experiences in different countries.

French 2A - .50 credit

In French 2A, the students will be reintroduced to French in common situations, beginning with describing classes, school friends, teachers, and school supplies. The students will discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. The students will also describe daily personal routines and schedules, household chores and family responsibilities. Finally, the students will discuss different types of cuisine, dining establishments and dining etiquette. The students will build on what they learned in the French 1B course to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. Students will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use subject pronouns such as je, tu, il/elle, nous, vous, and ils/elles in speech and writing.
2. Students will use interrogative words and question formation, including tag questions, negation, and inversion (formal and informal).
3. Students will use time order words and phrases related to time such as la semaine dernière, l'été dernier, hier soir, avant-hier, etc.
4. Students will use superlatives and comparatives such as plus/moins...que, le/la plus, le/la moins, le/la meilleur(e)/mieux, le/la pire, etc.
5. Students will express likes and dislikes using verbs such as aimer, adorer, préférer, détester, admirer, and apprécier.
6. Students will correctly use the complement d'object direct in both present and passé compose. They will use words related to the descriptive past such as souvent, de temps en temps, toujours, jamais, plusieurs fois (frequently, often, once in a while, many times, always, never).
7. Students will differentiate between savoir (knowing how to or facts) and connaître (knowing someone or being familiar with something).
8. Students will use correct verbs to form idioms/idiomatic expressions: Avoir as it relates to idioms (avoir envie de, avoir l'intention de etc.). Students will use verbs and phrases such as vouloir - que voudriez-vous?/je veux; prendre - que prenez-vous?/je vais prendre; and coûter - combien coûte to order food.
9. Students will soften commands using the present subjunctive.

French 2B -.50 credits

In French 2B, the students will be reintroduced to French in common situations, beginning with various professions and career plans for the future. The students will discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. The students will also describe different hobbies, activities, and crafts that people enjoy. Finally, students will discuss different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. The students will build on what they learned in the French 2A course to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. The students will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. The students will build on this semester's work as they advance in their French studies: everything that the students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will construct futur proche, future simple and irregular future tense.
2. Students will use conditional mood: regular and irregular verbs. They will use prepositions to describe relative location (à coté de, sous, derrière, and devant)
3. Students will use verbs describing animal sounds japper (bark), miauler (meow), chanter (sing), etc.
4. Students will use subjunctive irregular and stem-changing verbs such as boire, prendre, venir, faire, savoir, aller, vouloir, envoyer, être, avoir, etc.

5. Students will use expressions with faire and jouer (faire du cyclism, jouer au football) in the past tense.
6. Students will correctly use the two past tenses to narrate a visit to the doctor including when it was (passé composé) and why the person went (imparfait: wasn't feeling well, felt sick, etc.), using reflexive verbs in the past with etre.
7. Students will use transitive and intransitive verbs of motion such as sortir, passer, and monter.
8. Students will contrast similar expressions that do and do not use the subjunctive (il est probable que vs. il n'est pas probable que, il est certain que vs. il n'est pas certain que, etc.).
9. Students will use conditional tense to plan trips (aimer, pouvoir, vouloir, etc.).

Spanish 1A - .50 credit
In Spanish 1A, the student will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of your social life. The student will start with basic sentence structures and grammatical tools, and the student will learn to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. The student will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. The student will build on this semester's work as they advance in their Spanish studies: everything that the student learns about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use subject pronouns and match them with conjugated verb forms; use adjectives and articles and match them (by gender and number) with nouns.
2. Students will construct and comprehend, orally and in writing, sentences in Spanish in the present tense with a variety of regular and irregular verbs.
3. Student will know when to use the verbs estar or ser (to be), conocer or saber (to know) in several situations.
4. Students will ask and answer questions about people's names (using the reflexive verb llamarse) and national origins, and to discuss dates and time of day.
5. Students will count and recognize the numbers in Spanish up to 1,000.
6. Students will use verbs like gustar, encantar, and disgustar to express likes and dislikes.
7. Students will make comparisons and express agreement and disagreement

Spanish 1B- .50 credit
In Spanish 1B, the student will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. The student will also describe various art forms, plays, concerts, and movies. The student will discuss health and well-being and travel and tourism. The student will build on what you learned in the Spanish 1A course to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. The student will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. The student will build on this semester's work as they advance in their Spanish studies: everything that the student learns about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use regular verbs in the preterite (past) tense.
2. Students will use direct-object pronouns and the preterite of leer (read), sacar (take out), and prestar (lend), along with direct-object pronouns.
3. Students will construct and comprehend, orally and in writing, sentences in Spanish in the preterite tense with a variety of regular and irregular verbs.
4. Students will use the present tense to describe weather conditions and the associated food, clothing, and activities.
5. Students will use the verbs hacer and estar to describe weather conditions.
6. Students will use ir + a to talk about what is going to happen in the future.
7. Students will use future tense to talk about weather forecast.
8. Use subjunctive mood with para que (so that or in order that).

Spanish 2A- .50 credit

In Spanish 2A, the student will be reintroduced to Spanish in common situations, beginning with describing classes, school friends, teachers, and school supplies. The student will discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. The student will also describe daily personal routines and schedules, household chores and family responsibilities. Finally, the student will discuss different types of cuisine, dining establishments, and dining etiquette. The student will build on what student learned in Spanish 1B to communicate by listening, speaking, reading, and writing in Spanish as the student internalizes new vocabulary and grammar. The student will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. Student's will build on this semester's work as the student advances in their Spanish studies: everything that the student learns about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use subject pronouns correctly in speech and writing.
2. Students will use regular present tense verb endings of -ar, -er, -ir verbs and go/yo verbs: hacer, poner, tener, decir, salir, and venir.
3. Students will use correct masculine and feminine definite and indefinite articles.
4. Students wiil use correct gender and number with nouns and adjectives.
5. Students will use interrogative words and question formation, including tag questions, negation, and inversion.
6. Students will use time order words and phrases: la semana pasada (last week), el verano pasado (last summer), la noche antes de ayer (yesterday evening), and anteayer (the day before yesterday).
7. Students will make comparisons of equality and inequality.
8. Students will correctly place object pronouns in commands.
9. Students will use verbs and phrases for ordering food (pedir, servir, freír, repetir, reservar, and me gustaria).
10. Students will use spell changers in the present tense (zco in the yo verbs, -ger verbs that spell change to j in the yo form).
11. Students will use cooking terms in the imperative (medir, hervir, añadir, cocinar, cortar, preparar, and hornear).

12. Students will use frequency words (una vez, muchas veces, con frecuencia, a menudo, and nunca).
13. Students will use correct verbs to form idioms/idiomatic expressions.

Spanish 2B- .50 credit

In Spanish 2B, the student will be reintroduced to Spanish in common situations, beginning with various professions and career plans for the future. The student will discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. The student will also describe different hobbies, activities, and crafts that people enjoy. Finally, the student will discuss different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. The student will build on what they learned in the Spanish 2A course to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. The student will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. The student will build on this semester's work as they advance in their Spanish studies: everything that the student learns about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use different verbs to talk about sightseeing.
2. Students will use direction words appropriately e.g., north (norte), south (sur), east (este), west (oeste), to the right (a la derecha), to the left (a la izquierda), distance (distancia), legend on map (signos).
3. Students will correctly use the two past tenses to narrate a visit to the doctor, including when it was (preterite) and why the person went (imperfect—wasn't feeling well, felt sick, etc.).
4. Students will use augmentative suffixes (-on, -ona, etc.) and diminutive endings (-ito, -cito, etc.).
5. Students will use present subjunctive with stem-changing verbs such as cerrar (to close), pedir (to ask for), perder (to lose), encontrar (to find), recordar (to remember), divertirse (to have fun), and dormir (to sleep).
6. Students will use commands related to giving directions, including irregular affirmative tú commands— put (pon), have (ten), leave (sal), come (ven), say (di), do (haz), be (sé), go (ve).
7. Students will introduce gerunds (present participles) to form the present progressive tense: swimming (nadando), playing (jungando), eating (comiendo), and growing (creciendo).
8. Students will use prepositions of place to describe relative locations of geographic features, including next to (al lado de), on top of (encima de), behind (detrás de), in front of (delante de).

Spanish 3A - .50 credit

In Spanish 3A, the student will be reintroduced to Spanish in common situations, beginning with various daily routines, describing friends and family, childhood memories and activities, and childhood hopes and aspirations. The student will discuss and describe art, such as paintings and sculptures, and literature, such as novels and novellas, and give reactions and form opinions about art and literature. The student will also understand the process of selecting and applying to a university, aspirations at the university, and dealing with leaving home and moving into a dormitory. Further, the student will describe university life and expectations from the university experience. The student will explore the

dynamics and challenges of multiethnic and developing societies, environmental and social issues, causes and possible resolutions, and learning about unfamiliar countries using technology. Finally, the student will discuss current events reported in the media, different types of classified and other types of advertisement in the media (both print and online), the sections and supplements of a newspaper or magazine, and various jobs available in the media. The student will build on what they learned in Spanish 2 to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. The student will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. The student will build on this semester's work as you advance in your Spanish studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Competencies: This course will help the student meet the following competencies:

1. Students will review subject pronouns, reflexive verbs and reflexive pronouns, possessive adjectives, and definite and indefinite articles.
2. Students will review the present tense, the preterite tense, the imperfect tense, and the present subjunctive forms of regular, irregular, and stem-changing verbs, and some verbs that have a special meaning in the preterite.
3. Students will review adjectives for nationalities, personality and physical traits, size, color, and emotions, and noun-adjective agreement, and review adverbs of time and sequencing terms.
4. Students will use the construction preterite + **hace** +.time to express how long ago something happened.
5. Students will use comparatives and superlatives.
6. Students will understand the different meanings and uses of the verbs **ser** and **estar**.
7. Students will use verbs like **gustar** (**gustar, faltar, encantar, parecer, aburrir, fascinar, interesar, disgustar**) with indirect object pronouns, and review direct and indirect object pronouns.
8. Students will use the regular and irregular conditional mood, the present progressive tense, and the regular and irregular future tense, and the phrase **ir** + **a** + infinitive.
9. Students will use the imperfect progressive and the future progressive tense.
10. Students will understand the use and formation of negative and affirmative **tú, nosotros**, **usted**, and **ustedes** commands, and the correct placement of direct and indirect object pronouns (and double object pronouns) when using commands.
11. Students will use the imperfect subjunctive, the imperfect subjunctive with **si** clauses, and the conditional mood with the imperfect subjunctive.
12. Students will use adverbial conjunctions of time and the subjunctive with adverbial conjunctives of time and introduce and use contrasting (adversative) conjunctions.

Spanish 3B - .50 credit

In Spanish 3B, the student will be reintroduced to Spanish in a variety of situations, beginning with multiculturalism, bilingualism, cultural influences on traditions, customs, food, and social experiences, and legends and folklore from different cultures. The student will discuss and describe genres of music, poetry, drama, and short stories, and proverbs from different cultures. The student will also explore how geographical features affect the weather, and how the geography and weather affect the clothing, food, and livelihoods of the local population. The student will also understand the history of Venezuela and how the Spanish conquerors and indigenous people shaped the culture of the country, and the student will learn about the South American independence movement, including some significant freedom fighters and their struggles to win independence. The student will also discuss religions practiced in Argentina, the cultural icons of the country and how they compare to cultural icons from

other countries, sports and activities in Argentina, some national symbols, such as the gauchos, and idioms and sayings from Argentina. Finally, the student will discuss types of wildlife and natural and agricultural resources found in Costa Rica, the human resources of the country that help overcome economic and natural disasters, and how to write formal and informal letters to share experiences.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use the present subjunctive, the imperfect subjunctive, the present perfect subjunctive, the past perfect subjunctive, and the pluperfect subjunctive.
2. Students will use the imperfect and the preterite tenses.
3. Students will use the conditional mood, the conditional mood with **si** clauses, and the future tense.
4. Students will use the present perfect tense, the conditional perfect tense, the future perfect tense, and the future progressive tense.
5. Understand the different uses of the words **que, por**, **para**, and **hay**.
6. Understand the use and omission of definite and indefinite articles.
7. Understand the obsolete future subjunctive and how it has been replaced by the present subjunctive.
8. Students will use comparisons of equality and inequality and review comparatives and superlatives.
9. Students will use verbs that change spelling in the preterite tense.
10. Students will use impersonal expressions with **se** and use **hay que**.
11. Students will use the passive voice with **ser** + past participle.
12. Understand the use and placement of negative and affirmative words.

Health Course Descriptions

Health- .50 credit

Everyone needs to take care of their body, but we aren't necessarily born with the knowledge of how to go about it. It's important to invest time and energy into understanding what it means to be healthy. Through health education, students learn to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health. Critical health content areas by strand that are covered in this course are Nutrition and Physical Activity; Alcohol, Tobacco, and Other Drugs; Safety; Social and Emotional Health; Personal Health and Wellness; HIV Prevention and Sexuality Education. All students will show competence in the following eight health education content standards.

Course Competencies: This course will help the student meet the following competencies:

1. Students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
2. Students will access valid health information and appropriate health promoting products and services.
3. Students will practice health enhancing behaviors and reduce health risks.
4. Students will analyze the influence of cultural beliefs, media, and technology on health.
5. Students will use goal setting skills to enhance health.
6. Students will use decision-making skills to enhance health.
7. Students will demonstrate effective interpersonal communication and other social skills which enhance health.
8. Students will demonstrate advocacy skills for enhanced personal, family, and community health.

Physical Education Course Descriptions

Personal Health and Fitness- 1 credit

This combined health and PE course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the course. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand the importance of sound health and fitness principles as they relate to better health**.**
2. Students will define the various health components of fitness.
3. Students will recognize the physical and mental benefits of increased activity.
4. Students will understand anatomy, basic bio mechanical principles and terminology.
5. Students will determine factors involved with development, fitness levels and training strategies.
6. Students will examine the effect of nutrition, rest and other lifestyle factors that contribute to better health.
7. Students will be exposed to a variety of activities providing them the opportunity to apply fundamental skills learned.
8. Students will utilize physical activity as a tool to manage stress.
9. Students will empower themselves by setting and working toward realistic individual goals.
10. Students will participate in active learning to stimulate continued inquiry about physical education, health and fitness.
11. Students will demonstrate proficiency through knowledge and acquired skills enabling them to understand and utilize various training methods.
12. Students will identify common health and fitness myths along with trends involved with the evolving nature of physical education.

Physical Education- 1 credit

Your body is a machine that has certain needs—if you treat it well, it should be able to serve you well. But what can you do to promote a fit and healthy body? A course in physical education can show you. By definition, physical education is instruction in exercise and physical activity. It teaches you how to maintain your personal fitness, how to measure different aspects of physical fitness, and how to avoid injury while exercising. It's all about getting active and setting your body in motion. By measuring health and fitness with objective data, it's possible to improve your health in a methodical way. Exercise helps you feel good about yourself and helps you sidestep the health problems that often accompany poor levels of fitness.

Course Competencies: This course will help the student meet the following competencies:

1. Students will maintain and further develop the fundamental movement skills in open environments.
2. Students will demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.
3. Students will use complex movements and patterns within a variety of dynamic environments.
4. Students will develop advanced skills in selected physical activities.
5. Students will participate in a wide variety of activities, including dance, games, sports and lifetime physical activities.
6. Students will demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.
7. Students will use self, peer, teacher and technological resources as tools to implement performance improvements in self and others.
8. Students will demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations.
9. Students will regularly engage in moderate to vigorous physical activities of their choice on a regular basis.
10. Students will apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes.
11. Students will apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms.
12. Students will engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level.
13. Students will assess and adjust activities to maintain or improve personal level of health-related fitness.
14. Students will use physiological data to adjust levels of exercise and nutrient intake to promote wellness.
15. Students will use the results of fitness assessments to guide changes in her or his personal programs of physical activity.
16. Students will design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles.
17. Students will apply safe practices, rules, procedures of etiquette and good sportsmanship in all physical activity settings and take initiative to encourage others to do the same.
18. Students will demonstrate leadership and cooperation in order to accomplish the goals of different physical activities.
19. Students will develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings.
20. Students will demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same.
21. Students will make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living.
22. Students will use physical activity as a means of creative expression.
23. Students will use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships within their family and community.
24. Students will seek personally challenging experiences through physical activity to promote personal growth.
25. Students will persist in practicing activities to increase specific skill competence in areas of interest.

26. Students will experiment with new physical activities as part of a personal improvement plan.

Technology Education Course Descriptions

Energy and the Environment- (This course was created by Project Lead the Way)
Clean water, clean air, a sustainable world! Students use tools such as the engineering design process, an engineering notebook, and alternative energy modeling to invent and innovate. Learn how creative thinking and problem solving can change the world! In the Energy and the Environment course (EE), students are challenged to think big and look toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on their lives and the world. The students will design and model alternative energy sources and evaluate options for reducing energy consumption.

App Creators- (This course was created by Project Lead the Way)
Have you ever wondered how mobile apps are created? Students learn and apply computational thinking and technical knowledge and skills to create mobile apps. Students also acquire and apply skills pertaining to the design process, problem solving, persistence, collaboration, and communication. Go beyond being an app consumer and become an app creator! App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science. The course provides students opportunities for self-expression. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution. The problem can address issues such as health and wellness, the environment, school culture, emergency preparedness, education, community service—the options are endless!

Magic of Electrons- (This course was created by Project Lead the Way)
How do electricity and electronics affect my life? Students use tools such as the engineering design process, an engineering notebook, computer simulations, and circuit design prototyping materials to invent and innovate. Learn how creative thinking and problem solving can change your world!
Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices in the Magic of Electrons (ME) unit. They learn knowledge and skills in basic circuitry design and examine the impact of electricity on the world around them.

Medical Detectives (This course was created by Project Lead the Way)
Solve medical mysteries by performing a brain dissection and conducting crime scene investigations! Students use tools such as the engineering design process, an engineering notebook, and the electrophoresis to solve a murder! Learn how creative thinking and problem solving can change your world! In the Medical Detectives course, students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene”. They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Mathematics Course Descriptions

Basic Math - 1 credit
The objective of this course is to strengthen students' number sense and basic computation skills with a focus on math in life and work. Whole numbers, fractions, and decimals are practiced throughout the course. Experiential learning including math- based projects, manipulatives and group problem solving will overshadow the traditional teacher lecture approach. This is a helpful course for students who have struggled with the foundations of math and need more time with them before continuing on to Algebra.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand operations on whole numbers.
2. Students will understand basic graphs, tables and charts containing whole numbers. Students will understand operations involving decimals and percent with a focus on money.
3. Students will understand operations involving fractions with equivalent or related denominators (½ , ¼, 1/8, 1/16) Students will understand basic concepts of geometry and use tools to make measurements in both standard and metric units.
4. Students will understand the strategies for problem-solving.
5. Students will practice using the skills they have learned in on-the-job situations.
6. Students will research the mathematical requirements of various college majors.

Pre-Algebra - 1 credit
This course is an introduction to Algebra concepts. Operations with positive and negative numbers, work with fractions, decimals and percent's, evaluating algebraic expressions and solving simple equations are among the topics covered. It is the last step before Algebra 1.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand operations on integers.
2. Students will solve equations involving one variable.
3. Students will understand operations with exponents and roots on integers.
4. Students will understand graphs, tables and charts containing different forms of values.
5. Students will understand operations involving decimals, ratios, proportions and percent.
6. Students will understand operations involving rational numbers with unlike denominators, improper fractions or mixed numbers.
7. Students will understand concepts of geometry and use tools to make measurements in both standard and metric units.
8. Students will understand the strategies for problem-solving.
9. Students will practice using mathematics on the job.

Algebra 1 A - 1 credit
This course is comprised of basic Algebra concepts. Specific topics include the properties of real numbers, sets, equations, inequalities, polynomials and factoring, among others. Math based projects will be assigned and will break up the book work, which is the basis of the course load. This course is intended for students in Grade 9.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand operations on integers.
2. Students will understand operations with exponents and roots on integers.
3. Students will solve equations involving one and two variables and find solution sets.
4. Students will understand the rules of arithmetic.
5. Students will understand graphs, tables and charts containing different forms of values.
6. Students will understand graphing of equalities, inequalities, and solution sets.
7. Students will understand solving equations involving ratios, proportions and percent.
8. Students will understand operations with polynomials and rational expressions.
9. Students will understand factoring trinomials.
10. Students will understand the concepts of statistics to find central tendencies and analyze data.
11. Students will practice using the skills they have learned in on-the-job situations.
12. Students will research the mathematical requirements of various college majors.

Algebra 1B - 1 credit

Algebra 1b is the second part of a two-year program that completes the Algebra 1 curriculum. It is designed for the student that needs a slower pace and supplementary materials to achieve mastery of the fundamental concepts in Algebra. This course is also an option for students who need additional reinforcement before entering Algebra 2. This course is intended for students in Grade 11.

Course Competencies: This course will help the student meet the following competencies:

1. Students will solve equations involving one and two variables and find solution sets.
2. Students will understand graphing of equalities and inequalities.
3. Students will utilize matrices to identify solution sets.
4. Students will understand operations with rational expressions.
5. Students will understand operations with radicals, rationalizing denominators, and solving equations containing radicals.
6. Students will understand factoring trinomials, completing the square, and solutions using the quadratic formula.

Geometry- 1 credit

Students work with the tools of geometry and discover geometric properties by experimentation. All traditional topics are presented, with a greater emphasis on inductive reasoning rather than deductive reasoning. Formal geometric proofs are not introduced in this course. This course focuses on problem solving and extra time is allotted for cooperative learning activities. This course is intended for 10^{th} grade students.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand the concepts of lines, planes, angles, transversals, and parallel and perpendicular lines.
2. Students will understand the basics of logic in regard to geometry.
3. Students will understand concepts of triangles and quadrilaterals to identify figures with three or four sides.

4. Students will understand concepts of right triangles, Pythagorean Theorem, and trigonometric ratios to find missing sides of triangles.
5. Students will understand formulae to find perimeter, area, circumference, surface area and volume of figures.
6. Students will understand the concepts of congruency and similarity to compare, prove and translate figures.
7. Students will practice using the skills they have learned in on-the-job situations.
8. Students will research the mathematical requirements of various college majors.

Algebra 2A – .50 credit

Algebra 2, Semester A, is a single-semester course designed to cultivate and periodically assess the student's subject-matter knowledge while strengthening their mathematical skills. This course includes lessons that focus on the interpretation of polynomial and rational expressions. Students will learn to create, graph, and solve equations and inequalities. They will also identify the key features of different types of functions and analyze them with tables, graphs, and equations.

Course Competencies: This course will help the student meet the following competencies:

1. Rewrite polynomial expressions to prove identities and theorems.
2. Create and solve formulas for geometric series.
3. Apply properties of complex numbers to quadratic solutions and polynomial identities.
4. Solve rational and radical equations in one variable and create systems of equations and inequalities to determine the validity of solutions.
5. Create equations in two or more variables and graph the equations to display their relationship.
6. Solve polynomial, rational, and radical equations by using graphs and tables.
7. Analyze polynomial functions, apply the remainder theorem, and identify zeros and factorizations in real and complex forms.
8. Interpret the key features of polynomial, radical, and logarithmic functions with tables and graphs.

Algebra 2B – .50 credit

Algebra 2, Semester B, is a single-semester course designed to cultivate and periodically assess your subject-matter knowledge while strengthening your mathematical skills. This course includes lessons that focus on function transformations on the coordinate plane, the inverse of functions, and the properties of functions. Students will learn to create and graph trigonometric functions and identify their key features. Toward the end of this course, students will build their understanding of the key concepts of probability and statistics.

Course Competencies: This course will help the student meet the following competencies:

1. Transform the graphs of functions in the coordinate plane.
2. Find the inverses of simple rational, radical, and exponential functions.
3. Compare and translate among representations of nonlinear functions.

4. Connect the ideas of radian measure and arc length to the trigonometric origins of the unit circle while also proving and applying the Pythagorean identity.
5. Graph and identify the key features of trigonometric functions and their transformations.
6. Interpret the key features of trigonometric functions and use those features to model periodic, real-world phenomena.
7. Compare statistical models with experimental and observational data.
8. Construct and analyze fair decisions and strategies based on probability concepts and methods.
9. Fit data to a normal distribution and estimate population percentages and area using the normal distribution curve.
10. Evaluate reports based on real-world data for accuracy, bias, and validity.

Science Course Descriptions

Physical Science - 1 credit
This is a basic course in physical science that will stress the general principles of chemistry and physics. The basic physics section will include emphasis on simple machines, basic electricity and the various forms of energy. The chemistry section will cover matter, mixtures and compounds. The student will be presented with the practical side of physical science that emphasizes the everyday uses of physics and chemistry. Laboratory skills will include: measure mass and volumes, measure temperature, measure melting point and boiling point, filtering and decanting, graphing, interpretation of data, observation, description, recording, measuring pH, titration, pressure of gases, calorimetry and preparation of solutions.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand that substances have distinct physical and chemical properties, resulting from their atomic arrangements that define how they interact with other substances.
2. Students will understand that atomic theory provides an explanation for the patterns found in the Periodic Table.
3. Students will understand that simple machines make up components/tools that make our lives easier.
4. Students will understand that energy can neither be created nor destroyed but can be stored, transferred or transformed.
5. Students will understand that all energy can be considered to be kinetic energy, potential energy, or energy contained by a field.
6. Students will understand Newton's Laws and the causes of motion.
7. Students will understand that electricity and magnetism are two aspects of a single electromagnetic force.
8. Students will understand that electromagnetic and mechanical waves transfer energy.
9. Students will understand that there is a synergy between the growth of scientific knowledge and the development of technology.
10. Students will understand how technology is used to identify, understand, and solve local and global issues.
11. Students will combine technology and scientific methods to complete tasks using robotics engineering.

Biology – 1 credit
This is a basic course in biology that will stress general biological principles such as the interrelationships of the biotic to the abiotic world, the place of the human race in the ecological scheme of life and a basic taxonomic survey of living things. There will also be some coverage of basic genetics. This course will be laboratory oriented. Students will investigate themes of biology through independent research and various projects.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand that all living organisms share similar characteristics.
2. Students will understand that matter and energy cycle through organisms and their environment.
3. Students will understand that organisms have levels of organization and complexity.
4. Students will understand the development of reproduction starting at the cellular level.
5. Students will understand Man's personal and worldwide impact on ecosystems.
6. Students will understand that organisms show evidence of evolution and natural selection over time.
7. Students will understand that the growth of scientific knowledge in life science has been advanced through the development of technology and is used to identify, understand, and solve local and global issues.
8. Students will understand that modern classification systems group organisms by degree of relatedness
9. Students will understand that heredity is affected by genetic variation at the molecular level (nucleic acids, DNA, chromosomes, genes).
10. Students will understand there are abiotic and biotic factors that impact human systems (drugs, bacteria, viruses, cancer, and genetics).

Physics A- .50 credits
Physics is one of the three main fields of science, along with biology and chemistry. If asked what biology and chemistry deal with, most of us can come up with a one-word answer: life and chemicals respectively. Physics though, often seems like a grab bag of topics, including motion, magnets, machines, light, sound, and electrical circuits. The common thread running through all these things is that they each illustrate some very basic mathematical laws in our physical world. In brief, physics is the scientific study of matter, energy, and their most fundamental physical interactions, including attractions, repulsions, and collisions. In Physics A, students will learn about the "basics" of physics: how to describe and analyze motion, how forces interact with matter, and how to further describe these interactions with the aid of the concepts of energy and momentum. Finally, the student will explore one more specialized topic, thermodynamics, the physics of heat.

Course Competencies: This course will help the student meet the following competencies:

1. Students will accurately describe and analyze motion along a linear path in mathematical terms, including distance, velocity, and acceleration.
2. Students will mathematically describe and analyze motion along a curved path, using vectors as a mathematical tool in this process.
3. Students will explore and apply the laws of dynamics, relating forces and motion.

4. Students will use the concepts of energy, work, and momentum to analyze complex physical situations, including situations in which two or more bodies interact with each other.
5. Students will observe, analyze, and predict effects of periodic motion, including such everyday motions as a child swinging back and forth on a swing, an object bobbing up and down on a spring, or a planet traveling in an orbit around a star.
6. Students will explore and understand the relationship between temperature, heat, and energy, and understand the ways in which heat can be transferred from one body to another.

Physics B- .50 credits

Physics is one of the three main fields of science, along with biology and chemistry. If asked what biology and chemistry deal with, most of us can come up with a one-word answer: life and chemicals respectively. Physics though, often seems like a grab bag of topics, including motion, magnets, machines, light, sound, and electrical circuits. The common thread running through all these things is that they each illustrate some basic mathematical laws in our physical world. In brief, physics is the scientific study of matter, energy, and their most fundamental physical interactions, including attractions, repulsions, and collisions. In Physics B, students will use their physical understanding of motion, forces and energy and apply that knowledge to some important, specialized topics in physics: the behavior of waves, applications of wave theory to light and optics, the interaction of electrical and magnetic forces, and the special "non-Newtonian" properties of energy and matter described by quantum theory.

Course Competencies: This course will help the student meet the following competencies:

1. Students will learn about the behavior and special properties of waves, such as the ability to bend and to reflect the direction of waves as they travel.
2. Students will investigate electromagnetic radiation, including x-rays, visible light, and radio waves. Explore electric charges and their interactions with each other.
3. Students will learn about simple electric circuits and be able to determine important values related to that circuit, including current, resistances, power, and energy.
4. Students will find out about the relationship between electricity and magnetism, and explore some of the special mathematical relationships and applications in which magnetic forces and electrical forces and charges interact.
5. Students will explore the "non-Newtonian" world of quantum physics, including the quantum interpretation of light and a modern understanding of matter, especially regarding nuclear forces and interactions.

Chemistry- 1 credit

Chemistry is the study of matter and how it changes. This course looks at matter's composition, properties, and transformations. Students will explore the structure and properties of matter. They will analyze and construct the periodic table of elements and compare elements based on their atomic structures and relative positions in the periodic table. The student will also discuss the chemical bonding taking place in ionic and covalent compounds and metals and they will predict the outcome of chemical reactions based on the reactants involved. Students will calculate the theoretical quantities of substances involved in a chemical reaction through the study of stoichiometry. The student will analyze

chemical reactions that involve aqueous solutions, acids and bases, and gases. The student will see how gases respond to changes in pressure, volume, temperature, and quantity through the ideal gas law. The student will also calculate changes in temperature caused by physical and chemical processes and analyze reactions in terms of bond energies. Finally, the student will understand how atoms are changed by the unique processes of radioactive decay, nuclear fusion, and nuclear fission.

Course Competencies: This course will help the student meet the following competencies:

1. Describe the nature of the physical sciences.
2. Explain ways in which scientists collect and share information.
3. Distinguish between different forms of matter and describe their physical and chemical properties.
4. Compare atoms and describe the structure of an atom of a given element.
5. Compare the properties of the elements based on their electron structures and their relative positions in the periodic table.
6. Predict the structures of ionic, covalent, polyatomic, and organic compounds, and describe their typical properties.
7. Predict the outcome of simple chemical reactions based on the structures and properties of the reactants.
8. Describe chemical reactions in terms of precipitation, oxidation, and reduction
9. Perform scientific calculations using dimensional analysis and communicate answers to the correct number of significant figures.
10. Calculate the theoretical quantity of product made by a reaction or of reactant required for a reaction.
11. Analyze substances and determine their composition based on empirical data.
12. Describe how gases respond to changes in pressure, volume, temperature, and quantity, and relate these factors for any sample of a gas.
13. Apply the ideal gas law.
14. Describe aqueous solutions (those with water) both qualitatively and quantitatively.
15. Identify acids and bases in aqueous solutions.
16. Relate the theoretical and actual quantities of reactant and product in a chemical reaction that involves gases or solutions.
17. Calculate changes in temperature caused by physical and chemical processes.
18. Analyze endothermic and exothermic reactions in terms of the bond energies of the reactants and the products.
19. Explain how atoms are changed by the processes of radioactive decay, nuclear fission, and nuclear fusion.

Earth and Space Science- Semester A- .50 credit

Science is the study of the natural world. It relies on experimentation and physical evidence to describe the natural events that occur around us. Earth and Space Science A begins with space. The student will observe the phases of the Moon and use scientific evidence to understand how Earth, the Sun, and the Moon interact. The student will also examine other celestial objects in our solar system. This course describes the history of Earth through the study of energy flow, weathering and erosion, the rock cycle, and tectonic plate movements. The student will apply an understanding of the three states of matter to

explain the water cycle and other systems on Earth. The course ends with a discussion of Earth's natural resources.

Course Competencies: This course will help the student meet the following competencies:

1. Students will demonstrate knowledge of the history and aquatic habitats of our planet with various projects.
2. Students will demonstrate knowledge of topography and seasonal aspects of our oceans with hands-on models.
3. Students will demonstrate knowledge of currents, properties of water, and weather patterns by studying various locations with data on weather and ocean conditions.
4. Students will demonstrate knowledge of abiotic-biotic interactions, population dynamics, biodiversity, and invasive species impacts within our oceans using research projects.
5. Students will demonstrate knowledge of abiotic-biotic interactions within marine habitats by creating various visual models.
6. Students will demonstrate knowledge acting as wildlife biologists to interpret satellite data and migration patterns for marine organisms, making connections to the influence of physical or chemical properties changing in the ocean.
7. Students will demonstrate knowledge of human impacts on the ocean by examining issues and the role humans play (either positive or negative) along with the importance of marine protection.

Earth and Space Science- Semester B- .50 credit

Science is the study of the natural world. It relies on experimentation and physical evidence to describe the natural events that occur around us. Earth and Space Science B explains how convection shapes the weather, climate, and movement of ocean currents on Earth. The course takes an in-depth look at climate change and the greenhouse effect on Earth's atmosphere. It draws attention to severe weather events and describes how technology plays a role in keeping communities safe. It also explores how the growing human population poses challenges for the distribution of Earth's natural resources today and in the future.

Course Competencies: This course will help the student meet the following competencies:

1. Students will use modeling of ocean currents to explain geological processes in the ocean.
2. Students will describe how the uneven heating of Earth affects its weather and climate.
3. Students will use data from weather maps to explain the motion of air masses.
4. Students will use data collection tools to draw conclusions about current weather conditions.
5. Students will collect data to show how the mixing of air masses causes weather changes.
6. Students will develop and use a model to explain how landforms affect the weather and climate.
7. Students will model the greenhouse effect using temperature as a dependent variable.
8. Students will explain how current trends in carbon dioxide levels affect Earth's climate.
9. Students will analyze evidence of climate change and present their findings.
10. Students will determine the effectiveness of different methods of addressing climate change.
11. Students will build a model of an ocean, and design features to protect shorelines from a tsunami.
12. Students will use historical evidence of natural hazards to determine the disaster risk of a region.
13. Students will build a seismograph model and engineer a model building that can withstand an

earthquake.
14. Students will analyze data to explain how technology can limit the risk of damage from natural hazards.
15. Students will explain how the growing number of humans and their use of natural resources affect Earth's systems.
16. Students will design methods to reduce the negative impact that humans have on the environment.

Social Studies Course Descriptions

American Government - .50 credits

American Government provides an overview of the structure and functions of the American government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course will examine the structure and function of state and local government and may cover certain economic and legal topics. This course examines the general structure and functions of American systems of government, the role and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system.

Course Competencies: This course will help the student meet the following competencies:

1. Students will pick their state and study it from a full social science point of view.
2. Students will explain how the history of a state leads to it formation of government.
3. Students will learn the main economic indicators and functions of their state.
4. Students will be able to discuss the cultural and historical themes of their state.
5. Students will identify the structures and functions of government at various levels, e.g., county—role of the sheriff's office, or nation—role of providing the defense of the country.
6. Students will examine how institutions and individuals make, apply, and enforce rules and laws, e.g., the Federal Communications Commission (FCC) regulations on television broadcast standards or local public hearings on zoning regulations.
7. Students will describe how the fundamental ideals and principles of American government are incorporated in the United States Constitution and the New Hampshire Constitution, e.g., the rule of law or individual rights and responsibilities.
8. Students will analyze the evolution of the United States Constitution as a living document, e.g., the Bill of Rights or Plessy v. Ferguson.
9. Students will describe the roles and responsibilities of the United States and New Hampshire judicial systems, e.g., resolution of conflict between states or New Hampshire Legislature's use of advisory opinions from the New Hampshire Supreme Court.
10. Students will discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues, e.g., intellectual property rights or global warming.
11. Students will demonstrate responsible practices within the political process, e.g., registering to vote or taking civic action.
12. Students will have the opportunity to practice citizenship in the school and community.

U.S. and NH History I – 1 credit
US & NH History is the study of the events, people, and culture of the United States and New Hampshire over time. In US and NH History I, the student will learn about the process of historical inquiry, review the events and principles behind the founding of the United States, and then apply historical inquiry to analyze societal issues, trends, and events from the Civil War through the Great Depression. The student will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. Students will also gather evidence from relevant documents and historical texts to develop credible explanations of events in US and NH history. The student will then use that evidence to evaluate change and continuity over time by writing essays and creating presentations about broad periods of historical development.

Course Competencies: This course will help the student meet the following competencies:

1. Students will build the skills of historical inquiry, including gathering sources and analyzing documents.
2. Students will solidify an understanding of the American Revolution and the founding of the United States.
3. Students will review the events leading to the Civil War and the primary battles and events of the war.
4. Students will explore the effects of the Civil War and the difficult process of Reconstruction that followed.

U.S. and NH History II – 1 credit
US History is the study of the events, people, and culture of the United States and New Hampshire over time. In US History II, student's will apply historical inquiry to analyze societal issues, trends, and events of US and NH history from World War II to the present, including the Cold War, Civil Rights and other social movements, the Vietnam War, modern presidencies, and responses to global terrorism. The student will explore timelines to gain an understanding of how events link to each other and analyze historical documents for a firsthand sense of how events unfolded. The student will also gather evidence from relevant documents and historical texts to develop credible explanations of events in US and NH history. The student will then use that evidence to evaluate change and continuity over time.

Course Competencies: This course will help the student meet the following competencies:

1. Students will analyze the changes in US society due to the Industrial Revolution and rapid immigration in the late 1800s.
2. Students will develop an understanding of the populist and progressive social and political movements of the early twentieth century.
3. Students will examine the imperialist actions and tendencies of the United States and New Hampshire after the Civil War.
4. Students will analyze the role of the United States and New Hampshire in World War I.
5. Students will explore the rapid economic expansion of the United States and New Hamshire after World War I and the social issues that evolved in that framework.
6. Students will examine how the United States and the world fell into the Great Depression and analyze President Franklin Roosevelt's New Deal response.
7. Students will apply the skills of historical inquiry, including gathering sources and analyzing documents.
8. Students will explain and discuss the origins of World War II and the US role in the war's final years.

9. Students will analyze the impact of World War II on US and NH society during and after the war.
10. Students will explore the beginning of the Cold War in the 1950s and its evolution until the late 1980s.
11. Students will analyze the impact of the social movements of the 1960s and 1970s.
12. Students will develop an understanding of how the United States initiated its involvement in the Vietnam War and how the lengthy conflict impacted Americans and US society.
13. Students will explore the impact of the presidencies of Lyndon Johnson, Richard Nixon, Gerald Ford, Jimmy Carter, and Ronald Reagan.
14. Students will discuss the foreign and domestic policies of the last 20 years, including the US response to global terrorism.
15. Students will review the basic governmental structures of the United States and their impact on US and NH history.
16. Students will explain the relationship of geography, culture, and science in the development of the United States and New Hampshire over time.

Economics including Personal Finance- .50 credits
Economics courses provide students with an overview of economics and primary emphasis on the principles of microeconomics and the U.S. economic system. This course may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

Course Competencies: This course will help the student meet the following competencies:

1. Students will examine the roles of workers and consumers in factor and product markets, e.g., how labor or private property can be used as a productive resource.
2. Students will use a circular flow model to explain the interdependence of business, government, and households in the factor and product markets.
3. Students will analyze the similarities and differences among sole proprietorships, partnerships, and corporations, e.g., number of owners and financing options.
4. Students will recognize the economic indicators that create or reflect changes in the business cycle, e.g., new home construction, or a number of unemployment claims.
5. Students will explain the components of the money supply, e.g., currency or money market accounts.
6. Students will analyze the reasons for changes in international currency values, e.g., interest rates or the balance of trade.
7. Students will compare the risk, rate of return, and liquidity of investment.

World History- .50 credit
In World History, students will explore major historical events around the world. They will develop your historical thinking skills, examine the origins and developments of European exploration, learn about the causes and effects of the Renaissance and the Reformation, explore revolutions that occurred from 1789 to 1848, including the Scientific Revolution, the American Revolution, and the French Revolution and explore the causes and effects of the Industrial Revolution, the spread of nationalism in Europe, and the Russian Revolution.

Course Competencies: This course will help the student meet the following competencies:

1. Students will assess primary and secondary sources.
2. Students will analyze the views of historians and interpret historical data.
3. Students will identify early European explorers and the reasons for their exploration.
4. Students will understand the impact of European exploration and conquest on Mesoamerican and South American civilizations.
5. Students will explain the causes and effects of the slave trade in the Americas.
6. Students will understand the causes and effects of the Renaissance and the Reformation.
7. Students will analyze the causes and impact of the English Civil War and the Glorious Revolution.
8. Students will use the causes and effects of the Scientific Revolution, the Enlightenment, the American Revolution, the French Revolution, the Napoleonic Period, and the Latin American Political Revolutions.
9. Students will analyze the causes, effects, and importance of the Agricultural Revolution and the Industrial Revolution.
10. Students will examine the rise of nationalism in Europe and the causes of the Russian Revolution

World Geography and Cultures- .50 credit

World Geography is the study of where things are in the world. It is important to know why people settled where they did: sometimes this is for weather-related reasons, and sometimes it's because of bountiful natural resources nearby. In this course, students will learn about these special features which drive economic development and form the locales where people settle.

Course Competencies: This course will help the student meet the following competencies:

1. Students will analyze factors that contribute to Earth's climate.
2. Students will examine processes that shape the physical environment.
3. Students will analyze patterns of human settlement.
4. Students will analyze the relationship between natural resources and economic development.
5. Students will analyze the human and physical geography of North America and South America.
6. Students will analyze the human and physical geographies of the following regions:
    a. Europe
    b. Asia
    c. Africa
    d. Australia and New Zealand
    e. The Middle East
    f. The Pacific Islands
    g. South America
    h. The British Isles

Psychology - .50 credit
Psychology is the study of both the mind and behavior and in particular the relationships between the two. This course is designed to provide students with a solid foundation of comprehensive knowledge and research skills that can be applied to all fields of psychology. Objectives from elective courses are not tested on national or state achievement tests. As a result, there is no course or adaptive assessments developed for our elective curriculum.

Course Competencies: This course will help the student meet the following competencies:

1. Students examine the domains, goals, and various fields of psychology.
2. Students review many of the fields of psychology discussed within this course including: cognitive, abnormal, child, clinical, counseling, educational, experimental, industrial, and school psychology.

Internship and Experiential Class Descriptions

Building upon our more traditional academic component that emphasizes fundamentals in core subject areas, our various Internship opportunities provide supplemental and integrated learning that helps prepare our students find school success, while at the same time teaching necessary skills for successful careers, including critical problem solving, interpersonal and reasoning skills. At Mount Prospect Academy, the "softer" interpersonal and integrated learning opportunities inherent in these programs are the primary emphasis. Our goal is to let our students find success by beginning to "apply" knowledge they have previously learned or are now learning in these internship experiences, and develop stronger abilities interpersonally (working together, common good, teamwork, etc.). These courses are only offered at some of the academic locations.

Automotive- 1 credit
This is a hands-on experience class involving activities that relate directly to maintenance, repair and service. The program of instruction includes: safety in the shop, care and use of tools, interpretation of parts books, parts handling, engine construction, ignition systems, fuel systems, charging systems, starting systems, electronic systems, chassis wiring and diagrams, brakes, lubrications and minor tune-up.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand the fundamentals of the automotive service industry.
2. Students will understand and be knowledgeable in analyzing, evaluating, and detecting/repairing brake systems.
3. Students will understand the concepts of and procedures for investigating and analyzing electrical/electronic systems.
4. Students will understand the concepts of and procedures for investigating and analyzing steering and suspension systems.

5. Students will understand the concepts and procedures in investigating and analyzing engine performance.
6. Students will understand the concepts of and procedures for investigating and analyzing engine repair techniques.
7. Students will understand the importance of personal growth, leadership and career success.
8. Students will understand the key concepts associated with high performance/employability skills.

Woodworking - 1 credit

Woodworking is a course designed to introduce students to general woodworking practices. Students will expand their knowledge and experience through various projects, lessons, and vocabulary. Students will be expected to learn about and safely use hand tools, power tools, and woodworking machinery. The projects are designed to give students as much experience as possible by using many different machines and tools. The projects will also cover as many aspects of the building and woodworking industries as is possible in an entry level course. Upon successful completion of this course, the student will have woodworking skills that will be useful in any aspect of the construction industry. Additionally, the student should have a broader understanding of construction processes as well as more in-depth problem solving.

Course Competencies: This course will help the student meet the following competencies:

1. Students will learn to exemplify general lab safety.
2. Students will learn how to design, plan, and construct a product using wood as a primary material.
3. Students will demonstrate how to produce quality furniture or cabinetry utilizing a variety of tools and equipment.
4. Students will develop time management and self-motivational skills during the development of their products.

Culinary Arts – 1 credit

This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics.

Course Competencies: This course will help the student meet the following competencies:

1. Students will investigate history, professional organizations and trade publications to understand the food service industry and career opportunities.

2. Students will understand the basic principles of sanitation and safety and apply them in the food service operations to reinforce personal hygiene and food handling practices that protect the health of the consumer.
3. Students will understand the characteristics, functions and food sources of the major nutrients to maximize nutrient retention in food preparation and storage cycles.
4. Students will understand the correct and safe use of tools, equipment, and knives as they apply to the principles of food preparation.
5. Students will understand the concepts and techniques and demonstrate the required skills in producing a variety of hot and cold products.
6. Students will understand the fundamentals of baking science as they apply to the preparation of a variety of food products.
7. Students will be knowledgeable in dining room service functions and different types of services to understand quality customer service.
8. Students will be knowledgeable in the basic mathematical functions to differentiate between recipe, food, and labor costs and its association to the selling price
9. Students will understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy.
10. Students will understand the importance of personal growth and leadership to enhance career success
11. Students will understand the necessary employability skills to achieve success in today's workplace

Horticulture & Landscape Design – 1 credit
Horticulture provides training in the fields of landscaping, floriculture, turf, garden center, nursery and greenhouse operations, tree service work, and athletic field maintenance. Also included are plant identification, physiology, propagation and landscape design. Students will also be responsible for operating and maintaining a greenhouse located on school grounds. Fall semester students will explore various fields within horticulture, study and explore plant physiology, landscape design principles, landscape tools and equipment and floral design. Spring semester students will study plant physiology and reactions to greenhouse environments in-depth, horticulture fields of personal interest, complete independent projects and experiments, as well as research cultural requirements of crops grown in the school greenhouse. Students also visit local sites to gain knowledge in areas of educational and employment opportunities.

Course Competencies: This course will help the student meet the following competencies:

1. Students will understand anatomy and physiology as applied to the production and management of plants in both a domesticated and a natural environment.
2. Students will understand taxonomic or other classification that relates to basic plant anatomy and physiology.
3. Students will understand plant production.
4. Students will understand floral design.
5. Students will understand the fundamental concepts of entrepreneurship.
6. Students will understand the importance of personal growth, leadership and career success.
7. Students will understand the key concepts associated with high performance/employability skills.

Animal Science – 1 credit

In the Animal Science class, students study large, small, and specialty animals. Students explore the necessary elements--such as diet, genetics, habitat, and behavior--to create humane, ecologically and economically sustainable animal production systems. The Animal Science class provides students an opportunity to form bonds with our animals in a step toward developing and understanding empathy and positive behavior while they learn to care for the animals and understand the biology that is part of animal production. Through the daily care routines and rituals and the animal science classes, students will learn about the basic needs of each animal species, growth and production expectations, breeds in each species, reproduction goals, and value of the products the animals produce. By learning animal training techniques, the students will learn how to encourage desired behaviors, how and what to use as rewards, and how this knowledge and skill can be applied to their own lives. This course imparts information about the care and management of domestic and farm animals. The course may cover animal nutrition, health, behavior, selection, reproduction, anatomy and physiology, facilities, product processing, and marketing. Students will be introduced to various species of large and small livestock, or they may learn how to care for and maintain livestock as a more inclusive study.

Class Competencies: The Animal Science Class will help the student meet the following competencies:

1. Students will recognize animal behavior to facilitate working with animals safely.
2. Students will explain factors which serve to stimulate or discourage given types of animal behavior.
3. Students will discuss and explain the scope of normal animal behavior.
4. Students will perform safe handling procedures when working with animals.
5. Students will operate animal facilities to ensure the safety of animals.
6. Students will provide proper nutrition to maintain animal performance.
7. Students will perform simple procedures in evaluating an animal's health status.
8. Students will identify symptoms of disease, illness, parasites, and other health related problems.
9. Students will recognize the different phases of an animal's life cycle.
10. Students will identify good performance for a given animal species.
11. Students will identify environmental factors affecting an animal’s performance.
12. Students will evaluate desirable animal traits.
13. Students will evaluate the role that economics plays in animal production.