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MOULTONBOROUGH ACADEMY

ACCREDITED MEMBER
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

Moultonborough Academy is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the NEASC indicates that it meets or exceeds criteria for the assignment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the NEASC is not partial but applies to the institution as a whole. It provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution’s accreditation by the NEASC should be directed to the administrative staff of the school or college. Individuals may also contact the Association.

COMMISSION OF PUBLIC SECONDARY SCHOOLS
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 Burlington Street
Bedford, MA 01730
(781)-271-0022
CORE VALUES, BELIEFS AND EXPECTATIONS
MOULTONBOROUGH SCHOOL DISTRICT

Our VISION is to prepare and empower each student to shape his or her future with knowledge, attitudes, and skills necessary to thrive in a changing world.

Our MISSION is to provide a caring culture of rigorous and relevant learning experiences. We model and promote ethical ideals of respect, responsibility, integrity, compassion and moral courage.

We succeed when…

…STUDENTS have access to core instruction through the implementation of the District approved curriculum, aligned to the Common Core State Standards and strengthened by interventions and enrichment.

…TEACHERS monitor school and student performance by utilizing data to adjust programs and improve instructional practices to increase student achievement.

…ADMINISTRATORS implement classroom mini-observations, in addition to annual classroom observations, to provide instructional feedback, professional development, and support to teachers and professional staff.

…SCHOOL BOARD members represent and work with students, school staff, administrators, community members and business partners, to create an academic, physical, emotional, and social environment where every stakeholder can learn and respect one another.

…COMMUNITY has high expectations for student achievement, supports 21st century learning and expectations, and holds us accountable.
COMMUNITY CHARTER PERFORMANCE STANDARDS

RESPECT and RESPONSIBILITY

We, the Community of Moultonborough School District, affirm the existence of the following ethical ideals and encourage all members of our community to embrace, practice, promote and uphold these ideals as adopted in the Moultonborough Community Charter.

RESPECT - means to hold yourself, others, the community, and the environment in such high regard that thoughts words and deeds promote the health, strength, and highest quality of existence for all.

RESPONSIBILITY - means to distinguish between right and wrong, to be morally, legally, and mentally accountable and to understand there are consequences for all choices.

The Moultonborough Schools are respectful communities, evident by members of the community:

- Maintaining the facilities in such ways as picking up after oneself and caring for buildings, grounds and the property of others.
- Greeting one another and make eye contact.
- Practicing manners and common courtesies such as opening doors, saying please and thank you, and using proper forms of introductions. Communication is appropriate and polite.
- Avoiding language that is demeaning to oneself or others.
- Abstaining from sarcasm.
- Welcoming and recognizing new people into the community and making an effort to get to know all.
- Communicating in a manner that maintains an individual’s dignity.
- Caring for the well-being of others.
- Being intolerant of bullying and harassment.
- Recognizing and valuing diversity.
- Listening to each other and working together towards resolutions of differences.

The Moultonborough Schools are responsible communities evident by members of the community:

- Meeting their obligations in a timely manner.
- Taking action and leadership initiative.
- Engaging cooperatively and collaboratively in problem identification and in the process of problem solving.
- Understanding and accepting that choices have both personal and global consequences.
- Using education as a means to change inappropriate behaviors.
- Working towards logical and effective consequences.
- Advocating for change and systemic solutions to chronic problems.
- Modeling behaviors reflecting the values of the Community Charter.
- Striving for personal excellence.
INTEGRITY and COMPASSION and MORAL COURAGE

INTEGRITY - means to be honest, truthful, trustworthy, sincere, fair and honorable.

The Moultonborough Schools show integrity, evident by members of the community:

• Admitting when he/she makes a mistake.
• Keeping personal and school property safe and secure.
• Telling the truth.
• Being dependable and reliable.
• Treating all with respect.
• Adhering to ethical, professional and academic standards.

COMPASSION - means to recognize the distress of others and to have the desire to make a difference by providing relief and help.

The Moultonborough Schools are compassionate communities, evident by members of the community:

• Showing interest in the lives of others, showing acts of kindness, and assisting others in need.
• Recognizing distress in individuals and in the community, and offering assistance as needed.
• Being aware that others have different experiences in their lives and being thoughtful about how those might affect them.
• Recognizing that self worth is necessary for compassion.
• Accepting and including people with diverse interests, backgrounds and experiences.
• Volunteering for organizational efforts such as food drives, toy drives, meals on wheels, soup kitchens etc.

MORAL COURAGE - means deliberate and practical reasoning and action in circumstances of difficulty, intolerance or trouble.

The Moultonborough Schools are communities with moral courage, evident by members of the community:

• Reporting on injustices and violations of the values of the Community Charter.
• Showing no tolerance for prejudice.
• Acting to stop bullying or harassment.
• Standing up for what is right and what one believes.
• Taking thoughtful reasoned actions when injustice has been found.
• Recognizing that safety supersedes confidentiality.
• Acting in the interests of the greater good despite personal risks.
## Moultonborough Academy 21st Century Learning Expectations

<table>
<thead>
<tr>
<th>Academic, Social &amp; Civic Expectations</th>
<th>The 21st Century Skills will be demonstrated in the community, the classroom, the media center, the cafeteria, the hallways, and at school events, both home and away</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td><strong>Exemplary</strong></td>
</tr>
<tr>
<td><strong>Decision Making and Problem Solving</strong></td>
<td><strong>Student consistently</strong></td>
</tr>
<tr>
<td></td>
<td>• Accurately identifies a problem and information needed to solve it.</td>
</tr>
<tr>
<td></td>
<td>• Develops logical solutions.</td>
</tr>
<tr>
<td></td>
<td>• Reaches a conclusion and evaluates its merits.</td>
</tr>
<tr>
<td></td>
<td>• Reflects on their conclusion.</td>
</tr>
<tr>
<td><strong>Technology and Information Use</strong></td>
<td><strong>Student consistently</strong></td>
</tr>
<tr>
<td></td>
<td>• Gathers information from a variety of sources.</td>
</tr>
<tr>
<td></td>
<td>• Analyzes the value of the information gathered.</td>
</tr>
<tr>
<td></td>
<td>• Draws conclusions.</td>
</tr>
<tr>
<td></td>
<td>• Shares the results of research.</td>
</tr>
<tr>
<td></td>
<td>• Accurately documents sources.</td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td><strong>Student consistently</strong></td>
</tr>
<tr>
<td></td>
<td>• Sets goals and works to meet them.</td>
</tr>
<tr>
<td></td>
<td>• Effectively plans and manages time.</td>
</tr>
<tr>
<td></td>
<td>• Reflects on goals and adapts as necessary.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates responsible behaviors.</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td><strong>Student consistently</strong></td>
</tr>
<tr>
<td></td>
<td>• Listens and reads actively and critically.</td>
</tr>
<tr>
<td></td>
<td>• Presents in an oral and written form with clarity, purpose and understanding.</td>
</tr>
<tr>
<td></td>
<td>• Presents knowledge creatively using a variety of formats.</td>
</tr>
<tr>
<td></td>
<td>• Asks critical questions and defends answers and opinions.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td><strong>Student consistently</strong></td>
</tr>
<tr>
<td></td>
<td>• Demonstrates respect to others.</td>
</tr>
<tr>
<td></td>
<td>• Shows responsibility towards achieving the desired outcome.</td>
</tr>
<tr>
<td></td>
<td>• Applies effective skills while dealing with conflict.</td>
</tr>
<tr>
<td><strong>Community Charter Ideals</strong></td>
<td><strong>Student consistently demonstrates</strong></td>
</tr>
<tr>
<td></td>
<td>• Respect</td>
</tr>
<tr>
<td></td>
<td>• Responsibility</td>
</tr>
<tr>
<td></td>
<td>• Integrity</td>
</tr>
<tr>
<td></td>
<td>• Compassion</td>
</tr>
<tr>
<td></td>
<td>• Moral Courage</td>
</tr>
</tbody>
</table>
# Moultonborough Academy 21st Century Learning Expectations

## Social & Civic Expectations

The Social and Civic Expectations (Moultonborough Community Charter) will be demonstrated in the community, the classroom, the media center, the cafeteria, the hallways, and at school events, both home and away.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECT</strong> - means to hold yourself, others, the community, and the environment in such high regard that thoughts, words, and deeds promote the health, strength, and highest quality of existence for all.</td>
<td>Student <em>consistently</em> • demonstrates care for property • is polite • uses proper and appropriate communication • cares for the well being of others</td>
<td>Student <em>frequently</em> • demonstrates care for property • is polite • uses proper and appropriate communication • cares for the well being of others</td>
<td>Student <em>occasionally</em> • demonstrates care for property • is polite • uses proper and appropriate communication • cares for the well being of others</td>
<td>Student <em>rarely</em> • demonstrates care for property • is polite • uses proper and appropriate communication • cares for the well being of others</td>
</tr>
<tr>
<td><strong>RESPONSIBILITY</strong> - means to distinguish between right and wrong, to be morally, legally, and mentally accountable and to understand there are consequences for all choices.</td>
<td>Student <em>consistently</em> • models good behavior and is accountable for their choices • will be proactive • demonstrates civic knowledge</td>
<td>Student <em>frequently</em> • models good behavior and is accountable for their choices • will be proactive • demonstrates civic knowledge</td>
<td>Student <em>occasionally</em> • models good behavior and is accountable for their choices • will be proactive • demonstrates civic knowledge</td>
<td>Student <em>rarely</em> • models good behavior and is accountable for their choices • will be proactive • demonstrates civic knowledge</td>
</tr>
<tr>
<td><strong>INTEGRITY</strong> - means to be honest, truthful, trustworthy, sincere, fair, and honorable.</td>
<td>Student <em>consistently</em> • is honest • is dependable and reliable • demonstrates social responsibility</td>
<td>Student <em>frequently</em> • is honest • is dependable and reliable • demonstrates social responsibility</td>
<td>Student <em>occasionally</em> • is honest • is dependable and reliable • demonstrates social responsibility</td>
<td>Student <em>rarely</em> • is honest • is dependable and reliable • demonstrates social responsibility</td>
</tr>
<tr>
<td><strong>COMPASSION</strong> - means to recognize the distress of others and to have the desire to make a difference by providing relief and help.</td>
<td>Student <em>consistently</em> • shows interest in the lives of others • has empathy and acts accordingly • is tolerant and considerate towards others</td>
<td>Student <em>frequently</em> • shows interest in the lives of others • has empathy and acts accordingly • is tolerant and considerate towards others</td>
<td>Student <em>occasionally</em> • shows interest in the lives of others • has empathy and acts accordingly • is tolerant and considerate towards others</td>
<td>Student <em>rarely</em> • shows interest in the lives of others • has empathy and acts accordingly • is tolerant and considerate towards others</td>
</tr>
<tr>
<td><strong>MORAL COURAGE</strong> - means deliberate and practical reasoning and action in circumstances of difficulty, intolerance or trouble.</td>
<td>Student <em>consistently</em> • stands up for what is right • promotes a positive school and community climate</td>
<td>Student <em>frequently</em> • stands up for what is right • promotes a positive school and community climate</td>
<td>Student <em>occasionally</em> • stands up for what is right • promotes a positive school and community climate</td>
<td>Student <em>rarely</em> • stands up for what is right • promotes a positive school and community climate</td>
</tr>
</tbody>
</table>
Core Values
Our Vision is to prepare and empower each student to shape his or her future with knowledge, attitudes and skills necessary to thrive in a changing world. Our Mission is to provide a caring culture of rigorous and relevant learning experiences. We model and promote the ethical ideals of respect, responsibility, integrity, compassion and moral courage. We succeed when our students are:
Lifelong learners,
Empathetic,
Active,
Responsible,
iNnovative,
Empowered, and
Respectful
Stewards.

Beliefs
Lifelong Learners:
• are active citizens of local, national and global communities.
• possess unique learning styles, personalities, capacities and talents.
• respect and honor themselves as well as others and their differences.
• embrace a healthy lifestyle.

Learning:
• fosters a sense of achievement.
• encompasses creativity, critical thinking and collaboration.
• builds upon knowledge and experience.
• promotes growth for all learners.

Educators and Community:
• collaborate to create safe environments.
• foster a sense of spirit, pride and belonging.
• use diverse technologies as creative learning tools.
• encourage wise and ethical communication.
• forge relationships with all learners and find “the hook” for each student.
• value traditions while embracing the future.

Expectations for Student Learning
Academic Expectations
• Each student will develop a core body of content, concepts, and skills needed as a foundation for learning.
• Each student will demonstrate creativity and proficiency in the cross-cutting competencies: Decision making and problem solving, self-management, communication skills, collaboration, and technology/information use.

Social and Civic Expectations
• Students will model and promote the five ideals of the Moultonborough Community Charter: Respect, Responsibility, Integrity, Compassion, and Moral Courage.

Community & School
Moultonborough Academy, accredited by the New England Association of Schools and Colleges is a comprehensive public school, serving grades 7 through 12 in the town of Moultonborough. Moultonborough is a rural town of 4000 residents, located on the north shore of Lake Winnipesaukee in the center of NH. Small businesses and tourism account for much of the local economy. Moultonborough Academy opened in 1980. At this time, our school population is 230 students and 31 full-time teachers.

Diploma Requirements
4 English
4 Social Studies (US History, Government, Economics, World History, and 1 elective credit)
3 Math (including Algebraic Concepts)
3 Science (including Physical Science and Biology)
1 Physical Education
.5 Information and Communication Technologies
1 Health
1 Fine Arts
6 Elective
23.5 Total credits
+ 20 hours of community service
Course Offerings
During the 2019-2020 school year, the following AP courses are offered: English Literature, English Language, World History: Modern, Computer Science Principles, Calculus AB. Students may voluntarily elect to take other AP exams for which we currently do not have courses. AP courses are open enrollment. The following courses are offered at the honors level: Biology, Chemistry, Physics, Algebra 1, Geometry, Algebra 2, Trig & Pre-Calculus, Advanced Biology. We also offer Honors by Contract for the following courses: English 9, Physical Science, World Studies, Government and Economics.

Students are encouraged to broaden our course offerings by taking courses through the Lakes Region Technology Center at Kingswood Regional High School; through a partnership with neighboring Inter-Lakes High School; and online, through the Virtual Learning Academy Charter School. Students can also receive credit for job-related apprenticeships, independent senior projects and taking courses at nearby Lakes Region Community College or Plymouth State University.

Credit and Grading System
Courses are taught in a 45-minute block for the year, or for a 90-minute block every other day for the year for one credit. Half-credit courses are 45 minutes per day for one semester. Students must have seven classes per day to be considered a full-time student, until senior year, when they may have six. We use a competency-based grading system. In order to earn credit in a course, students must pass each summative assessment with a 70% or better and also have a 70% average in the class.

Grade Point Values

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
<td>0</td>
</tr>
</tbody>
</table>

Class Rank/GPA
Class rank is based on weighted GPA. GPA is calculated by taking the average of all grades for all courses taken for high school credit. Honors classes, AP courses, French V, Spanish V, Latin V and Advanced Biology are granted an extra point in GPA calculation. All Honors by Contract courses, and French IV, Latin IV and Spanish IV courses are granted an extra half-point in calculating GPA. Our school joined the NH Scholars program in 2011. Each student who meets the program requirements receives a designation on his/her transcript.

National Merit Scholarships

<table>
<thead>
<tr>
<th>Year</th>
<th>Commended</th>
<th>Semi-finalists</th>
<th>Finalists</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2017</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2016</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

College Attendance Percentages

<table>
<thead>
<tr>
<th>Year</th>
<th>4 Year</th>
<th>2 Year or Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>44</td>
<td>22</td>
</tr>
<tr>
<td>2018</td>
<td>67</td>
<td>20</td>
</tr>
<tr>
<td>2017</td>
<td>74</td>
<td>17</td>
</tr>
<tr>
<td>2016</td>
<td>71</td>
<td>17</td>
</tr>
</tbody>
</table>

College Attendance of Classes of 2016-2019
American University, Belmont University, Brown University, Bryant University, Case Western Reserve University, Cedarville University, Clark University, Clarkson University, Colby College, Colby-Sawyer College, College of the Holy Cross, Embry-Riddle University, Emmanuel College, George Washington University, Gordon College, Johnson & Wales University, Keene State College, Lakes Region Community College, Lesley University, Lewis University, Liberty University, Loyola University of New Orleans, Lyndon State College, Manhattan School of Music, Montana State University, NH School of Mechanical Trades, NH Technical Institute, Nichols College, Northeastern University, Northwest Lineman College, Norwich University, Paul Mitchell School of Tampa, Paul Smith’s College, Plymouth State University, Regis University, Rensselaer Polytechnic Institute, Rowan University, Saint Anselm College, Saint Joseph’s College of Maine, Saint Michael’s College, Salter School, Southern Maine Community College, Southern NH University, St. Lawrence University, St. Thomas University, Stonehill College, Suffolk University, SUNY Cobleskill, The New School, Thomas College, Tufts University, Tulane University, Unity College, University of Alabama, University of Arizona, University of Florida, University of Massachusetts Boston, University of New England, University of New Hampshire, University of New Haven, University of San Francisco, University of Southern Maine, Wesleyan College, Wheaton College, Wichita State University, Worcester Polytechnic Institute
**Competency Grading**

Moultonborough Academy uses competency-based grading for all high school classes. In a competency-based class, students are required to meet two standards in order to pass the class and receive credit. They will first and foremost need to earn a 70% or better for the final class average. Students will also need to pass each end-of-unit assessment with a 70% or better.

Students who fail to meet that 70% threshold on any end-of-unit assessment will receive an "Incomplete" grade until they are re-assessed on that topic and demonstrate this minimal level of proficiency. Students may earn a maximum score of 70% on each re-assessment. Students are given until the end of summer school to complete that re-assessment and earn the 70% required grade. All "Incomplete" grades still outstanding from the previous school year are converted to failing grades (69%) at that time.

**NH Scholars**

Moultonborough Academy has joined the NH Scholars Initiative, which focuses on increasing the number of high school students who take a rigorous curriculum designed to strengthen the chances for success in college and the workplace. Each student who completes the necessary courses will earn a designation on his/her diploma and transcript.

The specific course requirements are as follows:

- **4 English**
- **4 Math:** Algebra 1, 2, Geometry + one
- **3 Science:** Biology, Chemistry and one of Physics, Advanced Biology, AP Environmental Science or AP Computer Science Principles
- **3.5 Social Studies**
- **2 World Language**

Students will be informed of this opportunity through course selection with the school counselors.

**PAWS**

In the 2013-2014 school year, we introduced a school-wide collaboration block called PAWS, which stands for Panthers’ Academic Work Sessions. Most students and teachers are available during PAWS. This allows students to choose which teachers they would like to work with during this time. The homeroom teacher listed on the student’s schedule will serve in an advisory capacity to review students’ grades and assist students in using their time wisely.
MOULTONBOROUGH SCHOOL DISTRICT
STANDARD DIPLOMA
GRADUATION REQUIREMENTS (per School Board Policy IKF)

A. Twenty-three and one half credit minimum needed for graduation.
   1. 4 English credits (Students must enroll in an English class each year of high school.)
   2. 4 Social Studies credits (World Studies, US History, Government, Economics, 1 elective)
   3. 3 Math credits (Must include algebraic concepts) (Students must enroll in a math-related class each year of high school.)
   4. 3 Science credits (1 Biology, 1 Physical Science, 1 elective)
   5. 1 Physical Education credit
   6. 1 Health credit
   7. .5 Information and Communication Technologies credit
   8. 1 Arts Education credit
   9. 6 elective credits

B. Students are expected to take seven full credits per year to be considered a full-time student (six credits are allowed for senior year.). Only full-time students are permitted to attend the graduation ceremony except as provided by School Board Policy (IKF). Exceptions to this will be determined by the Administration and Guidance with input from the students and parents.

C. Students are required to complete 20 hours of community service.

D. The Board reserves the right to waive District credit requirements for extenuating circumstances at parent and/or student request.

PROMOTION REQUIREMENTS
(per School Board Policy IKE)

A. Promotion from grade 7 to 8 and 8 to 9 will result if the following requirements are met:
   1. Passing grades in at least 3 major subjects (Language Arts, Math, Science, Social Studies)
   3. Promotion may be granted by the Principal for extenuating circumstances

B. Promotion for grade 9, 10, 11, will result if the following requirements are met:

   To Grade 10 - minimum 5 credits
   To Grade 11 - minimum 11 credits
   To Grade 12 - minimum 17 credits
# Suggested Course Sequence

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Plan your courses here:</th>
<th>Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English 9</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Government (.5 credit)</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Economics (.5 credit) OR Intro to Personal/Bus Finance</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Physical Science</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Physical Education</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Elective (Computer Education class recommended)</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Elective (World Language recommended)</td>
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<th>Grade 10</th>
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<tbody>
<tr>
<td>1</td>
<td>English &amp; Social Studies} World Studies</td>
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<td>2</td>
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<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Biology/Biology Honors</td>
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</tr>
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<td>4</td>
<td>Math</td>
<td>Yes</td>
</tr>
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<td>5</td>
<td>Health</td>
<td>Yes</td>
</tr>
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<td>6</td>
<td>Fine Arts (recommended)</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Elective (World Language recommended)</td>
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<tbody>
<tr>
<td>1</td>
<td>American Literature or AP English Language &amp; Comp.</td>
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<td>2</td>
<td>US History or AP US History</td>
<td>Yes</td>
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<tr>
<td>3</td>
<td>Science Elective</td>
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<td>4</td>
<td>Math</td>
<td>Yes</td>
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<td>5</td>
<td>Elective (World Language recommended)</td>
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<td>6</td>
<td>Elective</td>
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<td>7</td>
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<th>Grade 12</th>
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<td>1</td>
<td>English Electives or AP English Literature &amp; Comp.</td>
<td>Yes</td>
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<td>2</td>
<td>Social Studies Electives</td>
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<td>3</td>
<td>Fourth Year Math Experience</td>
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### Common Math Sequences

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<tr>
<th></th>
<th>Algebraic Concepts</th>
<th>Algebra 1, Parts 1 &amp; 2</th>
<th>Algebra 1</th>
<th>Honors Algebra 1</th>
<th>Honors Geometry (if done with H Alg 1)</th>
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<tbody>
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<td>9</td>
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<td>10</td>
<td>Algebraic Concepts</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Honors Geometry</td>
<td>Honors Algebra 2</td>
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<tr>
<td>11</td>
<td>Algebraic Concepts</td>
<td>Algebra 2</td>
<td>Algebra 2</td>
<td>Honors Algebra 2</td>
<td>Honors Trig &amp; Pre-Calculus</td>
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<tr>
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<tr>
<td>12</td>
<td>Math-related class; Accounting, Money Smarts, LRTC class</td>
<td>TAC Math</td>
<td>Statistics OR TAC Math</td>
<td>Honors Trig &amp; Pre-Calculus OR Statistics</td>
<td>AP Calculus AB &amp;/or Statistics</td>
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<tr>
<td>English</td>
<td>Science</td>
<td>Health &amp; Physical Education</td>
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<tr>
<td>English 9</td>
<td>Physical Science</td>
<td>Health</td>
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<tr>
<td>World Studies</td>
<td>Biology</td>
<td>Physical Education</td>
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</tr>
<tr>
<td>American Literature</td>
<td>Biology Honors</td>
<td>Physical Education 2</td>
<td></td>
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<tr>
<td>AP English Language &amp; Composition</td>
<td>Chemistry</td>
<td>Group Exercise</td>
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<tr>
<td>AP English Literature &amp; Composition</td>
<td>Chemistry Honors</td>
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<tr>
<td>Yearbook</td>
<td>Forensic Science</td>
<td>Family &amp; Consumer Sciences</td>
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<tr>
<td>Public Speaking</td>
<td>AP Environmental Science</td>
<td>Food Science &amp; Nutrition I &amp; II</td>
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<tr>
<td>English Composition</td>
<td>Green Technology</td>
<td>Growth &amp; Dev of the Young Child</td>
<td></td>
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<tr>
<td>From Text to Film and Beyond</td>
<td>Physics</td>
<td>Money Smarts</td>
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<tr>
<td>Sports Literature, Sports Writing</td>
<td>Physics Honors</td>
<td>Living on My Own</td>
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<tr>
<td>Movements in Art &amp; Literature</td>
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<table>
<thead>
<tr>
<th>Social Studies</th>
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<tr>
<td>Stories from South Africa</td>
<td>Spanish I, II, III, IV, V</td>
<td>Art Foundations</td>
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<tr>
<td>West African Literature</td>
<td>French I, II, III, IV, V</td>
<td>Digital Art &amp; Design</td>
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<tr>
<td>Economics</td>
<td>Survey of Latin Literature</td>
<td>Ceramics</td>
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<tr>
<td>Government</td>
<td>Latin I, II, III</td>
<td>Studio Art</td>
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<td>World Studies</td>
<td>AP Latin</td>
<td>Photography</td>
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<td>US History</td>
<td>Spanish Culture</td>
<td>Drawing, Painting &amp; Printmaking</td>
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<td>AP US History</td>
<td>Past, Present &amp; Future: Latin America</td>
<td>Industrial Design, Engineering &amp; Art</td>
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<tr>
<td>Contemporary World Affairs</td>
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<tr>
<td>Human Growth &amp; Development</td>
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<td>Technology Education</td>
<td>Lakes Region Technology Center</td>
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<tr>
<td>Intro to Psychology</td>
<td>Technical Drawing</td>
<td>Accounting</td>
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<td>The American Century</td>
<td>Manufacturing Technology</td>
<td>Agricultural Science</td>
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<tr>
<td>Math</td>
<td>Industrial Design, Engineering &amp; Art</td>
<td>Automotive Technology</td>
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<td>Algebra 1</td>
<td>Information &amp; Communication Tech</td>
<td>Automotive Collision &amp; Repair</td>
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<td>Applied Math &amp; Algebraic Concepts</td>
<td>Music</td>
<td>Computer Network Systems</td>
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<td>Algebra 1, Parts 1 &amp; 2</td>
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<td>Honors Algebra 1</td>
<td>Chorus</td>
<td>Culinary Arts</td>
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<td>Geometry</td>
<td>Drama</td>
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<td>Music Theory</td>
<td>Graphic Design</td>
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<td>Health Science &amp; Technology</td>
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<td>Honors Algebra 2</td>
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<td>Hospitality Education</td>
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<td>Honors Trigonometry &amp; Pre-Calculus</td>
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<td>Marketing Education</td>
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<td>Honors Trig &amp; Pre-Calculus</td>
<td>Intro to Personal/Business Finance</td>
<td>Multimedia Communications</td>
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<td>Quantitative Reasoning</td>
<td>Accounting, the Lang. of Business</td>
<td>Precision Manufacturing Tech</td>
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<td>Statistics</td>
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<tr>
<td>AP Calculus AB</td>
<td>Marketing in an E-Commerce World</td>
<td>Theater Stagecraft</td>
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<tr>
<td>Info &amp; Comm Technology</td>
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<tr>
<td>Intro to Programming</td>
<td>Inter-Lakes HS Partnership</td>
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</tr>
<tr>
<td>AP Computer Science Principles</td>
<td>Human Anatomy &amp; Physiology</td>
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<table>
<thead>
<tr>
<th>Info &amp; Comm Technology</th>
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<tr>
<td>Intro to Programming</td>
<td>Inter-Lakes HS Partnership</td>
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<tr>
<td>AP Computer Science Principles</td>
<td>Human Anatomy &amp; Physiology</td>
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<tr>
<td>Fine Arts Requirement (1 credit)</td>
<td>Economics Req (.5 credit)</td>
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<tr>
<td>Art Foundations</td>
<td>Economics</td>
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<td>DigitalArt</td>
<td>Money Smarts</td>
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<tr>
<td>Studio Art</td>
<td>Intro to Personal/Bus Finance</td>
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<tr>
<td>Ceramics</td>
<td>Accounting</td>
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<tr>
<td>Photography</td>
<td>Money Smarts</td>
</tr>
<tr>
<td>Band</td>
<td>Intro to Bus/Personal Finance</td>
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<tr>
<td>Music Theory</td>
<td>Music Theory</td>
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<td>Chorus</td>
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<td>Industrial Design</td>
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<td>Music Appreciation</td>
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<td>Music &amp; the Brain</td>
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<tr>
<td>Technical Drawing</td>
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<tr>
<td>Drawing, Painting &amp; Printmaking</td>
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<td>Fine Arts Requirement (1 credit)</td>
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<td>DigitalArt</td>
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<td>Photography</td>
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<td>Chorus</td>
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<td>Industrial Design</td>
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<td>Music &amp; the Brain</td>
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<td>Drawing, Painting &amp; Printmaking</td>
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<td>Fine Arts Requirement (1 credit)</td>
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<td>DigitalArt</td>
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<td>Music Theory</td>
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<td>Music &amp; the Brain</td>
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<td>Technical Drawing</td>
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<td></td>
<td>Drawing, Painting &amp; Printmaking</td>
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</table>
MA RUNNING START & AP COURSES

Reciprocal Agreement with Inter-Lakes High School: Moultonborough Academy maintains a reciprocal agreement with Inter-Lakes High School that allows Moultonborough Academy students to take courses at Inter-Lakes High School and vice-versa. Arrangements to take courses at Inter-Lakes High School must be made through school counselors. Students must provide their own transportation.

Running Start: Running Start is a partnership between the Community College System of NH and high schools to give students the opportunity to take college courses while also completing the requirements for high school graduation. By taking a Running Start Class, students have the opportunity to earn three or four college credits. The cost to earn the college credits is $150. Scholarships are available for those with financial need. Courses expected to be offered in the 2020-2021 school year include:

<table>
<thead>
<tr>
<th>Moultonborough Academy</th>
<th>Inter-Lakes High School</th>
<th>Lakes Region Tech Ctr</th>
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<tbody>
<tr>
<td>Accounting</td>
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<td>Accounting</td>
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<tr>
<td>Business Management</td>
<td>Graphic Arts II</td>
<td>Foundations in Education</td>
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<tr>
<td>College Composition</td>
<td>Introduction to Business</td>
<td>Sanitation &amp; Safety</td>
</tr>
<tr>
<td>Growth &amp; Development of the Young Child</td>
<td>Personal/Business Finance</td>
<td>Licensed Nursing Asst</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>Principles of Marketing</td>
<td>Medical Terminology</td>
</tr>
<tr>
<td>Introduction to Finance</td>
<td>Statistics</td>
<td>Marketing</td>
</tr>
<tr>
<td>Law for Business &amp; Personal Use</td>
<td>World Literature</td>
<td>Movie Making</td>
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<tr>
<td>Marketing in an E-Commerce World</td>
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<tr>
<td>Psychology</td>
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<td>Public Speaking</td>
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<tr>
<td>Quantitative Reasoning</td>
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<tr>
<td>Spanish III &amp; IV</td>
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<td></td>
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<tr>
<td>Statistics</td>
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</table>

Advanced Placement (AP) Courses: Participating in the AP Program gives students the opportunity to take college-level courses while still in high school. AP courses teach skills that can lead to success in college. Students will develop the writing skills, problem-solving techniques, and study habits. Taking rigorous AP courses demonstrates maturity, willingness to accept an intellectual challenge, and a commitment to academic excellence. Most colleges and universities offer college credit, waive introductory classes or both for qualifying AP Exam scores.

To maintain the validity and reliability of AP course offerings at Moultonborough Academy and to earn an AP designation on their transcripts, students are expected to take the appropriate exam at their own expense. Financial assistance for the exam fee is available through the Guidance office for those who are eligible. Students who do not take the exam for any reason will have “AP” removed from their transcript. This exam is independent of a final exam or final project for the course.

All students who fulfill the course prerequisites are eligible to enroll in AP courses. However, students who choose AP should expect to put in a minimum of 5 hours per week beyond the classroom for their studies in each AP course taken. AP courses are given a weighted score when considering class rank.

Moultonborough Academy AP Courses:

| AP Calculus AB                             | AP Environmental Science              |
| AP Computer Science Principles             | AP Latin                               |
| AP English Language & Composition          | AP US History                          |
| AP English Literature & Composition        | AP World History                       |

13
Choosing Classes to Prepare for Your Future

Classroom Guidance takes place in each grade level to help students learn more about themselves and make informed choices about college and careers. We teach students about the 16 career clusters that are identified by the US Department of Education. Through interest inventories, job shadows and classroom activities, students are encouraged to choose a career cluster on which to focus.

Listed below are the 16 Career Clusters and some examples of careers that exist within each cluster. In an effort to help students understand the relevance of course selection during the high school years, we have listed the courses offered at MA that can help students prepare for specific career choices.

<p>| Agriculture, Food &amp; Natural Resources | Food and Drug Inspector, Tree Surgeon, Forest Manager, Golf Course Superintendent, Animal Scientist, Veterinarian, Global Positioning System Technician, Fish and Game Officer, Water Quality Manager, Agricultural Salesperson, Farm Manager, Biochemist, Botanist, Pollution Control and Prevention Manager | Related Courses: Biology, Chemistry, Advanced Biology, Forensic Science, Physics, AP Environmental Science, Agricultural Science, Food Science &amp; Nutrition |
| Business, Management and Administration | Entrepreneur, Chief Executive Officer, Public Relations Manager, Financial Analyst, Chief Financial Officer, Accountant, Human Resources Manager, Store Manager, Retail Salesperson, Public Relations Specialist, Marketing Manager, Wholesale or Retail Buyer, Administrative Asst | Related Courses: Introduction to Finance, Accounting, Law for Business &amp; Personal Use, Marketing, Business Management, Public Speaking, TAC Math, Statistics |
| Education and Training | College/University Lecturer/Professor, Early Childhood Teacher, Elementary or Secondary Teacher, Special Education Teacher, Principal, Teacher Aide, Coach, Social Worker, School Counselor, Childcare Center Director, Speech Pathologist | Related Courses: Psychology, Growth &amp; Development of the Young Child, Careers in Education, TAC Math or Statistics |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Jobs</th>
<th>Related Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finance</strong></td>
<td>Financial Advisor, Auditor, Economist, Debt Counselor, Tax Preparer, Accountant, Loan Officer, Loan Processor, Actuary, Insurance Sales Agent, Insurance Claims Investigator</td>
<td>Introduction to Finance, Marketing, Business Management, Accounting, Law for Business &amp; Personal Use, Economics, Statistics</td>
</tr>
<tr>
<td><strong>Government and Public Administration</strong></td>
<td>Senator, Lieutenant Governor, Congressional Aide, County Commissioner, Combat Control Officer, Munitions Officer, Military Intelligence Officer, Foreign Service Officer, Ambassador, Assessor, City Manager, Border Inspector, Court Administrator or Clerk, Code Inspector</td>
<td>Foreign Languages, Government, Contemporary World Affairs, World Studies, Public Speaking, Law for Business &amp; Personal Use, AP World History</td>
</tr>
<tr>
<td><strong>Health Science</strong></td>
<td>Athletic Trainer, Dental Hygienist, Physician, Physical Therapist, Registered Nurse, Health Care Administrator, Dietary Technician, Microbiologist, Pharmacist, Geneticist, Paramedic, Radiologic Technologist, Research Assistant, Medical Information Technologist</td>
<td>Biology, Advanced Biology, Chemistry, Anatomy &amp; Physiology, Forensic Science, Math, Psychology, Health Science &amp; Technology, Statistics, Music and the Brain</td>
</tr>
<tr>
<td><strong>Hospitality and Tourism</strong></td>
<td>Catering and Banquets Manager, Restaurant Owner, Executive Chef, Cook, Pastry Chef, Hotel Manager, Reservations Supervisor, Interpreter, Tour Operator, Event Planner, Park and Garden Director, Club Manager, Museum/Zoo/Aquarium Exhibit Developer</td>
<td>Business Management, Introduction to Finance, Accounting, Law for Business &amp; Personal Use, Marketing, Graphic Design, Foods 1 &amp; 2, Public Speaking</td>
</tr>
<tr>
<td><strong>Human Services</strong></td>
<td>Clinical and Counseling Psychologist, School Counselor, Substance Abuse and Behavioral Disorder Counselor, Community Service Director, Emergency and Relief Worker, Social Services Worker, Barber, Funeral Director, Skin Care Specialist, Consumer Credit Counselor</td>
<td>Psychology, Growth &amp; Development of the Young Child, Careers in Education, Music and the Brain</td>
</tr>
<tr>
<td><strong>Manufacturing</strong></td>
<td>Assemblers, Machine Operators, Industrial Engineers, Biomedical Equipment Technicians, Computer Installers/Repairers, Quality Control, Technicians, Industrial Truck and Tractor Operators, Quality Control Technicians, Environmental Engineers</td>
<td>Manufacturing Technology 1 &amp; 2, Drafting, Automotive Technology, Agricultural Science, Precision Manufacturing, Green Technologies</td>
</tr>
</tbody>
</table>
### Marketing, Sales and Service
Entrepreneur, Small Business Owner, Regional Sales Manager, Sales Executive, Merchandise Buyer, Advertising Manager, Art/Graphics Director, Public Relations Manager, Distribution Coordinator, Logistics Analyst/Engineer, Copywriter/Designer, Online Market Researcher

**Related Courses:** Introduction to Finance, Marketing, Business Management, Accounting, Law for Business & Personal Use, Public Speaking, Digital Imaging, Drawing 1 & 2, Photography, Yearbook

### Science, Technology, Engineering and Mathematics (STEM)
Biologist, Chemist, Economist, Geneticist, Physicist, Mathematician, Statistician, Science Teacher, Lab Technician, Aeronautical Engineer, Architectural Engineer, Biotechnology Engineer, Chemical Engineer, Civil Engineer, Construction Engineer, Industrial Engineer, Mechanical Engineer

**Related Courses:** Biology, Advanced Biology, Chemistry, Anatomy & Physiology, Forensic Science, Physics, AP Environmental Science, Statistics, Calculus, Drafting, Architectural Design, Manufacturing Technology, Green Technology, Programming for Game Design, AP Computer Science Principles

### Transportation, Distribution and Logistics
Pilots, Truck and Bus Drivers, Air Traffic Controllers, Ship and Boat Captains, Storage and Distribution Managers, Civil Engineers and Technicians, Health and Safety Managers, Environmental Scientists, Environmental Compliance Inspectors, Reservation and Travel Agents

**Related Courses:** Automotive Technology, Physics, AP Environmental Science, Statistics

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*Opportunity is missed by most people because it is dressed in overalls and looks like work.*

- **Thomas Alva Edison**
GUIDANCE AND COUNSELING SERVICES

The Guidance Department of Moultonborough Academy will offer academic, social/emotional and career guidance to all students and parents. The department will maintain an open door policy to all, attempting to meet needs directly or by referral.

COUNSELING

The educational and personal welfare of all students is of prime concern and importance. A mental health counselor from Northern Human Services is available in the school for clients. School counselors will work with students and families to assist them in accessing resources as needed.

COLLEGE AND POST SECONDARY EDUCATION

Educational and career planning are a vital function of this department and will be an on-going process for all students and their parents. Through classroom lessons and evening presentations, students and parents will be taught about college and career planning resources. We frequently utilize the resources of the NH Higher Education Assistance Foundation and encourage all families to attend our College Information Nights, Financial Aid Nights and Award Letter Nights.

In the guidance office, we maintain a library of college and technical school catalogues, brochures, and informational books about the college process and SATs. Financial aid and scholarship materials and applications are also available in the guidance office. Students are notified of new scholarships on the announcements, through posters, announcements and on the guidance web site. Many college representatives visit the school to meet with our students each year. These representatives will meet with students, parents and staff on a group or individual basis. Students are encouraged to meet with college admissions representatives at MA and attend college visits when possible.

ARMED SERVICES

Representatives of all branches of the Armed Services are granted appointments through the School Counselor, and all interviews, individual or groups, are held only with approval and supervision of the Guidance Department. Service career and informational materials are available in the guidance office.

CAREER AND VOCATIONAL GUIDANCE

The school counselors work closely with students to explore career choices through classroom lessons and individual appointments. We utilize the Bridges web site to facilitate interest inventories and values assessments with the belief that students who know themselves, their interests and their strengths will be better prepared to create a plan for the future.

ACADEMIC ADVISING

School counselors will assist each student with course selection and scheduling each year. When selecting courses, students should consider graduation requirements, career goals, college entrance requirements and personal interests. Teachers will make recommendations for honors courses, which will be communicated to parents and students during the course selection process. We encourage all students to take advantage of the many academic and elective opportunities available at MA.

School counselors are available to meet with students and parents throughout the year to discuss academic planning or challenges. We work with students who are struggling in classes or need to meet with teachers to create academic plans. Students and parents can contact us any time to schedule a meeting.
TESTS

Many forms of standardized testing occur during the high school years. Test scores and results will be made available to parents as well as students, and the counselor is available for discussion and interpretation of all tests. The following is a list of some testing programs:

1. STAR Assessments – Computer-based assessments in Reading and Math, administered to students in grades 1-12. This assessment tests whether or not students are achieving grade level expectations. Teachers utilize the results of these tests to identify specific skills to reinforce in class or personalized interventions.

2. State Testing: The Smarter Balanced Assessments will be administered for grades 7 & 8 in the areas of Math and English Language Arts. Assessments will be done in May each year. The NECAP (New England Common Assessment Program) Science test is given in May to grades 8 & 11.

3. PSAT/NMSQT (Preliminary Scholastic Aptitude/National Merit Scholarship Qualifying Test) is administered here at school in October for students in the tenth and eleventh grades. Beginning in 2015, this test was given to all juniors and available to interested sophomores. The fee is covered by the district. The PSAT is a practice for the SAT exams, and also serves to identify qualified students for the National Merit Scholarship Programs.

4. SAT has been adopted as the State Assessment for 11th graders (replacing previous Smarter Balanced and NECAP testing for Reading and Math). This test will be given during the school day in April to all juniors. SAT is utilized by many colleges in the admissions process. In addition to the April school day test, the SAT is given one Saturday a month in schools around the region. Taking the SAT a second time often has a positive impact on a student’s scores. Study guides are available in the guidance office and online at Khan Academy.

5. SAT Subject Tests are required by some more competitive colleges. Information and study guides are available in the Guidance Office. Students can take tests in areas such as history, science, math and foreign languages.

6. ACT tests are another form of standardized test that colleges will accept for admissions. This test includes a science section as well as math, reading and writing. ACT registration is available on their web site: www.actstudent.org Information about test dates and locations is also available on the web site.

7. AP (Advanced Placement) Tests -- Administered during the first two weeks in May and coordinated through the guidance department. These are three hour, subject specific exams following an AP course. Students may be able to earn college credit based on their scores and the individual college policy. There is a cost for these exams. Registration information will be distributed through the AP courses.

8. ASVAB (Armed Services Vocational Aptitude Battery) is administered free to students 16 and over by Armed Service Test Specialists. The results give students an indication of their aptitudes in various job and career fields. This test is recommended and supported by the New Hampshire State Department of Education. This test can be individually scheduled with a military recruiter.
Moultonborough Academy Comprehensive Guidance Activities

9th Grade
September: Classroom guidance related to transition to high school, *7 Habits of Highly Effective Teens*
January: Students review 4-year plan.
February: Course selection and review of future plans.

10th Grade
October: PSAT prep sessions
October: PSAT administered
December: Counselor meets with students who took the PSAT to review results
January: Classroom guidance unit on careers
February: Visit to Lakes Region Technology Center, course selection
March-June: Job Shadows

11th Grade
October: PSAT prep sessions
October: PSAT administered
December: Counselor meets with students who took the PSAT to review results
February: Course selection and review of future plans
March: Classroom guidance unit on college application process
March: SAT Prep sessions
April: SAT School Day
April: College Information Night for parents with NHHEAF

12th Grade
September: Classroom guidance about college application process
September: College Information Night for Parents with NHHEAF
September-November: College admissions representatives visit MA Guidance Office
September-December: Senior Interviews
October: SAT Prep sessions
October: Financial Aid Night with NHHEAF
January: Individual appointments available for FAFSA filing
February-April: Local Scholarships are available
April: “Understanding the Financial Aid Award Letter” Night with NHHEAF
June: Senior Banquet and Scholarship Night
Test Prep Options

There are many opportunities to help students prepare for one of the college admissions tests. Contact Mrs. Chapman with questions.

Taking the PSAT is one of the best ways to prepare for the SAT. When scores become available, students also receive their test book and a password to online study guides to help them overcome weaknesses on the test. The PSAT is offered at MA in October each year. The school covers the cost for every junior to take the test in preparation for the SAT. Sophomores are also invited to take the test.

In the past year, Khan Academy has partnered with the College Board to create personalized, engaging and FREE test prep options for the SAT. All students are encouraged to access Khan Academy. Students can link their PSAT scores or take diagnostic tests in order to create the personalized study program.

VLACS (The Virtual Learning Academy Charter School) has a .5 credit SAT Prep course free of charge for all NH high school students. They require that students have completed Algebra 1 and are enrolled in Geometry at the time of enrolling. Moultonborough Academy students who wish to pursue this option can be scheduled into the ILC (Independent Learning Center) in order to access a computer.

The Sylvan Learning Center in Concord has a variety of SAT Prep options. They offer a 30-hour class that meets weekly that covers 3 practice tests in a small group format. The cost is $995. They also offer a 20-hour version that covers 2 practice tests and has more scheduling flexibility. The cost for that option is also $995. They offer individual instruction at the rate of $75 per hour. The Sylvan Express class is a four-hour class over one or two sessions with flexible scheduling for $199. They offer an eight-hour version that includes more test-taking strategies and practice sessions in math, writing, and reading for $399. And they also have SAT and ACT prep classes on-line for $250.

Kaplan – Kaplan is often thought of as one of the kingpins of career and college preparation. This graphical web site will get you the preparation information for virtually any standardized test. Links will provide practice questions.

In addition to information found on the web, books are available in the Guidance Office to prepare for the SAT, ACT or SAT Subject test. Students may sign out these study guides for their personal use.
ART
The high school art program is designed to provide a continuing avenue of skills, knowledge, craftsmanship, and creative thinking through various classes. Starting with Art I Foundations class as a prerequisite for all other art class students will learn basic skills, techniques and the history of art for the more advanced classes in two & three dimensional artwork in Digital Art & Design, Traditional Art & Design, Photography, Sculpture & Ceramics, and Studio Art that are intended for students interested in the visual arts with an emphasis on their portfolio development.

FOUNDATION LEVEL CLASSES: open to all 9-12 students

Art I Foundations (Grades 9-12) .5 credit

This course work is designed to build creative and critical thinking skills through practice in photography, drawing, painting, printmaking, ceramics, crafts, and other art disciplines. Present day careers that use the visual vocabulary and basic art skills are looked at, as well as how the elements and principles are used in our daily lives.

Students, as active participants, will explore art history and the various movements and styles through projects designed to explore a variety of mediums as a means to enhance the students visual literacy and communication skills.

*Opportunity to demonstrate Decision-Making & Problem Solving competency.

ADVANCED LEVEL CLASSES: Open to serious art students who successfully completed Art I Foundations class

Digital Art & Design (Grades 9-12) .5 credit

*Prerequisite: Successful completion of Art I Foundations

This class uses Adobe software to create and manipulate Images for fine art and the applied arts applications. Images created and taken by students will be used in Photoshop and Illustrator to create original digital art.

Students will learn how to incorporate their own art into various commercial applications in graphic art projects.

*Opportunity to demonstrate Decision Making & Problem Solving and Self-Management competencies.
Drawing, Painting, and Printmaking (Grades 9-12) .5 credit

*Prerequisite: Successful completion of Art I Foundations

Two-dimensional artwork and skills associated in the areas of drawing, painting and printmaking will be taught. This class is for students who are interested in pursuing the fine arts. How artists use different drawing, painting and printmaking mediums and styles to communicate visually will be explored through a variety of projects designed to engage the student’s critical thinking and the development of their skill sets.

Students skills in drawing will be developed first with a variety of mediums and subject matter through imitationalism and later with formalism and expressive styles. Painting and printmaking will be used as a means to creatively use their drawing skills in a variety of methods that include watercolor, acrylic, etching, mono, block and screen printing.

*Opportunity to demonstrate Decision-Making & Problem Solving competency.

Ceramics (Grades 9-12) .5 credit

*Prerequisite: Successful completion of Art I Foundations

Working with a variety of materials to represent, express, or communicate ideas three dimensionally is the challenge of sculpture. In this course students will have the opportunity to learn about traditional and contemporary forms of sculpture and how they can relate to their own work. Students are challenged with projects ranging from realism to abstraction using a variety of mediums.

The process of creating with clay is one of the oldest in history. Hand-building methods used today tie us to processes used historically. These methods and how can we use them to create functional, non-functional and sculptural functional pieces of ceramic ware will be visited. Various ways that the surface of ceramic ware can be decorated will enhance the ceramic work.

Students, in a hands-on classroom, will create using the processes of designing, building, and glazing, a variety of functional and sculptural clay pieces. Hand building techniques such as pinch, coil, and slab are taught along with how to create a variety of surface treatments through decorative methods and glazing techniques. (8x10” sketchbook needed)


Photography (Grades 10-12) .5 credit

*Prerequisite: Successful completion of Art I Foundations

Photography is a half-year art class that uses a variety of digital cameras and devices as well as traditional 35mm black and white film. Subject matter, composition, and printing techniques will be explored through assignments based on the history of photography and the development of how the image has been used and its influence on society over the past 150 years. Master photographers and the art movements associated with their work will be explored as examples for students to learn from.
Students are expected to have the use of a digital camera device for use in a variety of assignments in and outside of class. Digital & film SLR cameras will be available to the students to sign out as well as the use of a darkroom and photo lab. Research projects into the local, national and global applications of how the camera has been and continues to be used to inform, influence and form our understanding of events will be used to teach the students visual literacy.

*Opportunity to demonstrate Decision-Making & Problem Solving competency.

**Studio Art**

(Grades 10-12) .5 credit

*Prerequisite: Successful completion of Art I Foundations

Studio Art is a full year advanced art class for serious art students interested in building a portfolio of work and skills. Students will build upon the concepts and skills learned in previous art classes, with a more in depth study in the elements and principles of art as they apply to drawing. Observational drawings from life will be stressed as well as the expressive use of mediums to convey more abstract ideas and emotions. Research through the masters and professional artists will also be a part of the course in learning traditional and current means of expression through drawing.

Students are expected to improve their skills through projects that use research, observation, and a working knowledge of materials to demonstrate their proficiency in drawing. Line, value and the introduction of color will be foundations of most projects that incorporate other elements and principles of art. Conventional drawing mediums such as pencil, charcoal, ink, and pastels will be explored along with other mixed media on projects that include observations, illustrations, abstractions, and expressions of the visual world around us. Student’s work will be critiqued periodically as a means of verbally expressing their process and getting feedback on their work.

*Opportunity to demonstrate Decision-Making & Problem Solving competency.

**BUSINESS EDUCATION**

The courses offered by the business department can benefit all students at Moultonborough Academy. Those planning to enter the workforce or the military directly after high school can benefit by obtaining marketable employment skills. Students planning to further their education can benefit by sharpening the financial and organizational skills that are essential regardless of area of future study. Also, the advanced courses in management, accounting, law and marketing can provide a solid foundation for further study in any business-related field.
Introduction to Business/Personal Finance  (Grades 9-12)  1 credit

(College credit available through Lakes Region Community College as part of the Running Start Program)

This course introduces students to business trends, career exploration, and personal finance. Areas of study include basic economics, business technology applications, budgeting, credit cards, personal loans, taxes, and principles of investing.

Students will participate in a variety of activities and projects throughout the course. Students will also participate in a business simulation that will employ them as managers of various businesses within a typical town. In the simulation they will be required to apply many of the concepts covered earlier in the course.

Successful completion of this course will serve as an Economics credit towards a student’s graduation requirements.

* Opportunity to demonstrate Technology and Information Use and Collaboration competencies.

Accounting, The Language of Business  (Grades 9-12)  1 credit

This course will be offered in the 2021-2022 school year and in alternate years thereafter.

Accounting is often referred to as the language of business. Any student interested in a career in business can benefit from this introductory course. Accounting presents the basic principles of the accounting cycle from the analysis and recording of business transactions to the preparation and interpretation of financial statements and supporting data for management decision making.

This course covers the accounting cycles for businesses organized as proprietorships. Other topics covered include banking, accounting for cash and payroll, and automated accounting.

“I was helping friends of mine understand their college assignments. Mrs. Sullivan slows down the pace and really explains things that college professors don’t have the time to do.” - Jordan Hough 2015 graduate.

*Opportunity to demonstrate the Decision-Making & Problem Solving competency.

Law for Business & Personal Use  (Grades 10-12)  1 credit

(College credit available through Lakes Region Community College as part of the Running Start Program)

This course will be offered in the 2020-2021 school year and in alternate years thereafter.

“It depends” - The answer to every question ever posed in law school.

Law for Business & Personal Use will prepare students to cultivate their analytical and critical thinking skills, become responsible citizens, understand legal vocabulary, learn rules for business and personal relations, identify situations which require professional assistance, and prepare them to utilize such assistance. Areas of study include the U.S. Constitution, our system of courts, criminal and tort law, contracts, and employee/employer relations.

Intense discussions and debates will revolve around case studies and trials including ethics, contracts, property law, crimes and torts. Major components of this course include classroom debates, participating in mock trials, and written preparation of law briefs.

* Opportunity to demonstrate Communication Skills competency.
**Marketing in an E-commerce World**  
(Grades 10-12)  
1 credit  
(College credit available through Lakes Region Community College as part of the Running Start Program)

Simply put, marketing is the creation and maintenance of satisfying exchange relationships. This is a concept that can be applied to many areas of life, not just the business world. In this course we apply marketing concepts to current trends in business. Areas of study include marketing basics, competition, e-commerce, marketing strategies, promotion, and research & development.

Students will evaluate marketing techniques of high profile products and apply their learning to create their own marketing campaigns. Students will work with classmates to complete projects including: creating a commercial, researching a product or service effecting the school/community, and creating a competitive business.

*Opportunity to demonstrate the Communication Skills and Collaboration competencies.*

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**Business Management and Entrepreneurship**  
(Grades 10-12)  
1 credit  
(College credit available through Lakes Region Community College as part of the Running Start Program)

What does it take to run a successful business? How can you identify a business you’d like to work for? The course is aimed at students who would like to gain an appreciation of the importance of business and management in our economic system. Areas of study include forms of business ownership, financial management, production and marketing, human resource management, management responsibilities, and creating business plans.

Students will participate in the national organization: Future Business Leaders of America (FBLA), and compete against students from all over NH in a myriad of categories for their chance to qualify for nationals. Students will also participate in a computerized management simulation requiring them to make daily decisions to operate a successful business.

*Opportunity to demonstrate Decision-Making and Problem-Solving competency.*

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**CAREER & TECHNICAL EDUCATION**  
(Programs offered at the Lakes Region Technology Center in Wolfeboro)

The Career & Technical Education program is designed to prepare a student to enter a career upon graduation or to obtain experience and knowledge to go on to college. Employers are eager to employ people who are responsible, cooperative, productive and who are able to follow instructions with a positive attitude.

Career & Technical Education students attend the Lakes Region Technology Center in Wolfeboro for three to four blocks a day. Most of the programs are in a two-year sequence. Specific course information is available from the guidance office, or by visiting www.govwentworth.k12.nh.us/LRTC/lrtcindex.html.
Accounting I and II (Grades 11 & 12) 1 credit/1 credit

This program is designed to prepare students for an entry-level position in a public accounting business, as a small business bookkeeper, or provide you with a jumpstart to a college business administration program. In the second year, students will master the operation of an automated accounting system, be able to complete simple problems using EXCEL and be able to complete accounting activities using the computer accounting system QuickBooks Pro. Students are encouraged to participate in the Future Business Leaders of America Club.
*This course will fulfill your ½ credit requirement in ICT for graduation.
*This course can be taken through the Running Start program for college credit.
*The second level course fulfills the graduation requirement for the fourth year of math.

Agricultural Science I and II (Grades 11 & 12) 2 credits/4 credits

Students will participate in supervised work experience programs and related theory concurrently. They will use a variety of tools, supplies, instruments and equipment in areas relating to Agribusiness, Horticulture, Agriculture Mechanics, Aquaculture, and Forestry. FFA activities designed to develop leadership skills will be learned at various community locations including areas for forestry, nursery, landscaping, crop production, and water and air experimentation.
*This course will fulfill your biological science requirement for high school graduation.
*The second level course fulfills the graduation requirement for the fourth year of math.

Automotive Science Technology I and II (Grades 11 & 12) 2 credits/4 credits

This two-year program is designed for students interested in developing mechanical and technical skills in repairing and servicing automobiles. Both two and four cycle engines will be studied. Safe and proper use of many tools and equipment will be stressed and welding equipment will be introduced. Second year activities will also include introduction to automobile diagnostics and tune-up procedures covering larger internal combustion engines. The student will study the major components of today's auto and gain experience with electrical and electronics systems, steering and suspension, power train, brakes and related tools and diagnostic equipment.
*The second level course fulfills the graduation requirement for the fourth year of math.

Careers in Education I and II (Grades 11 & 12) 2 credits/2 credits

This program prepares students for a career working with various age children. If you are interested in becoming a teacher, this program will get you started. The curriculum combines classroom work on developmental theories for child development, writing lesson plans, and learning about every aspect that today's educators must know. The program is a cooperative effort between the Wolfeboro Area Children's Center and Lakes Region Technology Center.
*This course can be taken through the Running Start program for college credit.
*The second level course fulfills the graduation requirement for the fourth year of math.

Collision Technology I and II (Grades 11 & 12) 2 credits/4 credits

This program is designed to provide both female and male students the fundamental skills and information used by the auto collision repair technician. Hands-on instruction is directed toward preparing the student to repair the newest “unitized” automobiles. The beginning class teaches fundamental skills including how to form, shape, weld, and finish metals. Painting will also be introduced.
*The second level course fulfills the graduation requirement for the fourth year of math.
Computer Network Systems I and II  (Grades 11 & 12)  2 credits/2 credits

Computer networks and related computer technology surround us and are expanding at an increasing rate. The broad field of Information Technology is in need of individuals with skills related to computers and computer network systems. The Cisco Academy initiative is a worldwide educational program designed to prepare individuals for entrance into the IT field. Career opportunities are abundant for individuals with skills related to computer implementation, computer network installation, maintenance, administration and design. This program follows the Cisco Academy curriculum, which prepares students for the CCNA certification. Students will be exposed to a wide variety of experiences including computer repair and configuration, network hardware and installation, documentation and web page/server development.

*The second level course fulfills the graduation requirement for the fourth year of math.

Construction Trades I and II  (Grades 11 & 12)  2 credits/2 credits

This program is designed for the student who wishes to pursue a building construction career. Students are instructed in the safe use of all tools, materials, and construction techniques necessary to succeed in the building trade. Areas of instruction include carpentry, plumbing, residential electricity, heating, cabinet making, masonry and painting. The basic principles of math, blueprint reading, local building codes, cost estimates, building materials and structural design, with a strong emphasis on construction and structural safety, are integrated into these areas.

*The second level course fulfills the graduation requirement for the fourth year of math.

Culinary Arts I and II  (Grades 11 & 12)  2 credits/4 credits

This program provides the student the opportunity to specialize in the areas of food preparation, quantity cooking, purchasing and storage of products, serving, and the various management aspects of the food service industry. Students will be trained in the use of various kitchen, fast food, and restaurant equipment common to the modern food service trade and become involved in the actual preparation of food, and volume cooking for activities such as banquets, luncheons, and special community functions. Additional topics in the Culinary Arts program include menu development and costing, purchasing, bookkeeping, inventory control, sanitation and safety, and local and state food service regulations.

*The second level course fulfills the graduation requirement for the fourth year of math.
*This course can be taken through the Running Start program for college credit.

Emergency Medical Technician  (Grades 11 & 12)  2 credits

The EMT program is designed to train the student in emergency medical care in the pre-hospital environment. It is the entry level training in the Emergency Medical Services field. the program instructs students in medical practices available to prehospital personnel, precise patient assessment and management of trauma, medical emergencies, and pharmacological interventions. This program will develop the student’s confidence, knowledge, and skills in performing critical assessments and the management of patients with medical trauma related to life threats. The focus of this course is on the development of the EMT’s critical role as a team member during patient crisis interventions.
Graphic Design
(Grades 11 & 12) 2 credits/2 credits

This program will introduce students to the basic elements of graphic visual communication through lecture, demonstration and hands-on applications. Students will learn the history of design, principles and practices of graphic design using typographic components. Students will become proficient in applications such as Adobe Illustrator, Adobe InDesign, Adobe Photoshop. A major emphasis is placed on graphic design and layout and producing the Kingswood yearbook. There is ample opportunity for design expression and design challenges are offered.

*This course will fulfill your \( \frac{1}{2} \) credit requirement in ICT for graduation.
*The second level course fulfills the graduation requirement for the fourth year of math.

Health Science and Technology I and II
(Grades 11 & 12) 2 credits/4 credits

This program explores the vast career opportunities in the Health Science field. First year students are introduced to core requirements of any health care field including anatomy & physiology, nutrition, human growth and development, pathophysiology and exercise science with a focus on developing critical thinking, professional and legal responsibilities and business skills. Level II of the program includes a more in-depth study of the above as well as receiving on the job experience. Students who wish to pursue nurse assistant certification will have the requirements necessary to sit for the state licensing examination by the end of the school year.

*This course can be taken through the Running Start program for college credit.
*The second level course fulfills the graduation requirement for the fourth year of math.
*This course will fulfill your science elective credit for graduation, though Chemistry is strongly recommended for all students interested in pursuing a career in Health Science.
*Taking both levels of the course fulfills the Health requirement for graduation.

Hospitality Education I and II
(Grades 11 & 12) 2 credits/2 credits

Students will gain knowledge in planning, buying, selling, storing, transporting, financing, merchandising pricing, customer services and marketing research in the various lodging, entertainment, food service and event management businesses. All students are required to demonstrate skills attainment through effective and efficient participation in event management with either the Marketing program or Culinary Arts. Topics include basic food handling standards, suggestive selling, sales and reservations handling, event planning, employability, and communications skills, personal and business organizational skills, marketing mathematics, visual display and customer service skills.

*This course can be taken through the Running Start program for college credit.
*This course will fulfill your \( \frac{1}{2} \) credit requirement in economics education for graduation.

Marketing Education I and II
(Grades 11 & 12) 2 credits/2 credits

This program is designed to provide the basic skills and knowledge in marketing, including buying, selling, storing, transporting, financing, merchandising, pricing and marketing research. Students will acquire skills and knowledge through classroom instruction, group and individual projects, and involvement in DECA, An Association of Marketing students. All students are required to demonstrate skills attainment through effective participation in “The Pro Depot,” the school store.

*This course can be taken through the Running Start program for college credit.
*This course will fulfill your \( \frac{1}{2} \) credit requirement in economics education for graduation.
*The second level course fulfills the graduation requirement for the fourth year of math.
Multimedia Communications I and II  (Grades 11 & 12)  2 credits/2 credits

This is a technology-based program that develops knowledge and skills in the field of communications. Year one includes one credit in Audio and Lighting Production and one credit in Movie Making. Students will learn basic techniques of video production, graphic communications, interviewing techniques, and editing. Productions will be created that will be shown on local community access television channels. Current and up-to-date equipment used to create electronic media will be used. Production, editing and scriptwriting for local community and school events will also be taught.

*This course can be taken through the Running Start program for college credit.

*The second level course fulfills the graduation requirement for the fourth year of math.

Precision Manufacturing Technology  (Grades 11, 12)  2 credits/2 credits

In this program, students will learn the basics of manual and computer machining of metal products. Students will learn about machine shop safety, machining processes, blueprint reading, inspection techniques, applied math in the shop, and materials used in the precision machining industry. Students will be introduced to the technology of Computer Assisted Drafting and Machining (CAD/CAM) and the set up and operation of Computer Numerical Control Machines (CNC).

*The second level course fulfills the graduation requirement for the fourth year of math.

Theater Stagecraft  I and II  (Grades 11 & 12)  2 credits/2 credits

This course covers all the backstage elements needed to produce a play, musical, concert or other live stage event. Students in this class have the opportunity to gain expertise in four major aspects of technical theater: lighting, sound, set design and costuming. All of these areas require imagination in their design and mastery of electronic and hand tools to be successful. Students will be expected to take part in some after school events, some of them as a paid employee. Events include plays, musicals, concerts and other events in the Kingswood Arts Center and around town.

*The second level course fulfills the graduation requirement for the fourth year of math.

ENGLISH/LANGUAGE ARTS

The English program is designed to improve students' awareness of the important role that reading and writing play in their intellectual, personal, and career development.

While the English department stresses competence in skills of reading, writing, speaking, and listening, it also provides experiences and activities that will help students become discriminating users of print and non-print media. Literary and media works, selected for excellence in both content and style, will promote humanistic attitudes, aesthetic appreciation, cultural awareness, and critical evaluation skills.

The English department encourages the development of each student's individual potential through critical thinking, clear writing, articulate speech, thoughtful decision-making, intellectual risk-taking, and respect for others.
English 9  (Grade 9)  1 credit

This is a survey course in literature, language, and composition. By reading and discussing poems, plays, novels, and/or works of nonfiction, students learn an interpretive approach applicable to all great works of literature. This approach calls for close examination of key passages and analysis of author's purpose and style.

The composition program is designed to help students develop, articulate, and defend their points of view in clear and thoughtful formal pieces of writing. In addition, students study vocabulary, grammar, and/or style. Prior to the beginning of the course, students may be assigned summer reading or assignments.

*Opportunity to demonstrate Communication Skills competency.

World Studies – History and English  (Grade 10)  2 credits
Prerequisite: Successful completion of English 9

History and English are completely integrated into one double-block yearlong class in which literary studies and skills from English 9 are further developed. Students will examine and explore various cultures from prehistory to modern times. Students will also participate in National History Day in this class.

Classes will be conducted in varied ways: discussion, writing, lecture, reading, and oral and visual student presentations.

Literature and primary sources will be analyzed and discussed in light of the historical context of the culture and time period. Student presentations, writing assignments and research projects develop verbal skills, demonstrate student learning, and deepen student understanding of the material.

*Opportunity to demonstrate the Communication Skills and the Technology and Information Use competencies.

AP English Language and Composition  (Grades 11 & 12)  1 weighted credit
Prerequisite: Recommendation of the department and successful completion of World Studies

Advanced Placement English Language and Composition requires the study and practice of writing about literature with sensitivity and discrimination, using various forms. Students are engaged in the critical reading and analysis of literature. They study the individual work: its structure, meaning, and value. In this course, students read largely nonfiction pieces. They produce numerous and extensive structured compositions to develop an awareness of the writer’s subject, purpose, and audience, as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

This course prepares students for the Advanced Placement English Language and Composition examination. The AP exam must be taken in order to receive AP designation on the student’s transcript. Prior to the beginning of the course, students will be expected to complete summer reading and/or written assignments.

*Opportunity to demonstrate Communication Skills competency.
American Literature
(Grade 11) 1 credit
Prerequisite: Successful completion of World Studies

This course offers a general survey of American Literature with an emphasis on becoming strong readers and writers. Students learn to critically watch short and long video texts and to read drama, short stories, essays, speeches, foundational documents, and novels. American Literature links thematically to US History II. Students pay attention to the influence of historical periods on the literature and consider the uniqueness and diversity of American writing.

In addition to the varied reading experiences, students will write in narrative, informational, and argumentative modes. PSAT/SAT preparation in reading and writing are also addressed, including the rhetorical analysis essay.

*Opportunity to demonstrate Communication Skills competency.

AP English Literature and Composition (Grades 11 & 12) 1 weighted credit
Prerequisite: Recommendation of the English department and successful completion of World Studies.

AP Literature and Composition is a senior honors seminar in literature and writing that examines preeminent works of prose, poetry, and drama using the various techniques of literary criticism. The course is intended to refine the students’ skills in critical thinking and analytical writing in preparation for the Advanced Placement Examination in English Literature and Composition. The curriculum will require substantial independent reading, including summer reading, and intensive critical writing. The AP exam must be taken in order to receive AP designation on the student’s transcript.

Students will be evaluated on the basis of assigned essays and participation in the seminar as well as AP practice essays and tests, and oral presentations.

*Opportunity to demonstrate Communication Skills competency.

English Composition (Grade 12) .5 credit
(College credit available through the Lakes Region Community College as part of the Running Start Program)
Note: This course may not be offered every year.

In this course students learn to write clear and effective college research essays. Emphasis is on the research process, as well as persuasive writing and critical thinking. There are two major summative essays, 10-12 pages long each, as well as a variety of formative assignments involving research, prewriting, and outlining clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process from prewriting through drafting, revising and editing. Formal essays and research papers are required.

*Opportunity to demonstrate Communication Skills competency.
From Text to Film and Beyond  (Grade 12)  .5 credit
Note: This course may not be offered every year.

In this course we will view, critique, study, read, and write about films. Students will learn the vocabulary and techniques that directors use in making films and compare how different critics write about them, writing at least one critique of a film of their choice. We will also look at remakes and contrast the books and scripts behind the movies. Students will learn to use iMovie to create short film projects.

*Opportunity to demonstrate Communication Skills competency.

Movements in Art and Literature  (Grade 12)  .5 credit
Note: This course may not be offered every year.

Movements in Art and Literature explores the ways in which art and literature relate to each other and are influenced by the historical, philosophical, religious, political, and musical ideas evident in the period when these works were produced. Students learn critical thinking, analysis, and visual literacy.

In examining a range of art, fiction, poetry, and drama from ancient times through today, students will consider how artists and writers depict common life topics such as death, birth, aging, love, nation, goodness, and evil.

The curriculum will require that students put their experiences with literature and art into practice using a variety of media and styles. Artistic and literary assessments may include drawing, two and three-dimensional media, creative and research-based writing, as well as individual and group presentations.

*Opportunity to demonstrate Communication Skills competency.

Public Speaking  (Grade 12)  .5 credit
(College credit available through Lakes Region Community College as part of the Running Start Program)
The prerequisite is College Composition, but only if the student wishes to earn Running Start credit. Any student may take this course for high school credit only.

Note: This course may not be offered every year.

This course provides an introduction to the fundamentals of public speaking and offers students the opportunity to practice these skills through a variety of in-class speeches. Students research, develop, prepare and deliver oral presentations and also hone the skills for speaking without prior preparation. In addition, class members serve as an audience and provide feedback to their classmates.

*Opportunity to demonstrate Communication Skills competency.

Sports Literature, Sports Writing  (Grade 12)  .5 credit
Note: This course may not be offered every year.

In this course, students will have the opportunity to research, read and produce writing about their favorite sports. Using ESPN.com, NESN, sports literature, and other written and spoken broadcasts as our source texts, we will examine how people write about sports and athletes of all kinds in order to create our own stories, game analyses, and arguments (such as, who is the greatest player of all time, should ballroom dancing be an Olympic sport, and whether Division One college athletes should get paid).

*Opportunity to demonstrate Communication Skills competency.
**Stories from South Africa** (Grade 12)  .5 credit

Note: This course may not be offered every year.

From 1948 to 1994, South Africa experienced a period of racial segregation where the white minority population set political and social limitations on the nonwhite majority population, resulting in deep global, national, and personal consequences. Through books, poetry, short stories, speeches, and films, this course explores how literature/art captures this profound, violent moment in world history.

*Opportunity to demonstrate Communication Skills competency.*

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**West African Literature** (Grade 12)  .5 credit

Note: This course may not be offered every year.

As immense as it is diverse, no continent captures our imagination quite like Africa. Unfortunately, it is sometimes misunderstood (and often ignored) in Western society. As a result, we harbor what Nigerian writer Chimamanda Adichie calls the “single story” of Africa, classifying an entire continent of over 50 countries and thousands of ethnic groups as one.

Through West African literature, this course aims to move beyond the single story of the continent, closely examining selected historical periods and themes to get a sense of both the region’s shared history and diverse voices. Guest speakers, field trips, pen pals, and films may play large roles in the course, providing a myriad of voices to help eradicate the single story.

*Opportunity to demonstrate Communication Skills competency.*

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**Yearbook** (Grades 9, 10, 11, & 12)  1 Elective or Technology credit

In this course, students will develop proficiency in design principles, teamwork, computer layout, and verbal and visual expression to produce the school yearbook.

During the first three quarters of the year, the primary focus of the course is producing the yearbook. Students will learn design theory and be involved in researching, photographing, and reporting on school and student body activities to accurately document the school year through an in-depth yearbook computer program created by Jostens Lifetouch. In the final quarter, students will collaborate to develop creative ideas for marketing the yearbook to the entire school population and will continue the year’s activity in a historical archive of Moultonborough Academy.

Students will have an opportunity to practice and develop verbal and visual communication skills, computer skills, time-management skills, and creative planning skills.

*Opportunity to demonstrate Communication Skills, Decision-Making and Problem-Solving, and Collaboration competencies.*
Family and Consumer Sciences courses are designed to empower individuals and families across their lifespan to manage the challenges of living and working in our diverse global society. The focus of the various courses is on family, work, community and their interrelationships and is based on meeting the appropriate New Hampshire Family and Consumer Sciences Guidelines.

**Food Science & Nutrition I** (Grades 9-12) 1 credit

Food Science and Nutrition course is designed to provide students with the knowledge and skills to select and prepare a wide variety of nutritious foods. Students will explore the science behind cooking as well as how the food we eat is grown. Through participation in hands on cooking labs students will learn how to select, purchase and prepare nutritious foods. This course presents a wide variety of topics including, sustainable living, growing and preserving food, and kitchen and food safety. Students successfully completing this course will have a greater understanding of their role as a consumer in our modern day food system.

Throughout the course students will demonstrate what they have learned through service learning projects with their peers as they prepare food for school events. Students in this course take pride in sharing what they have learned and realize quickly that their knowledge and skills are critical for healthy living.

*Oppportunity to demonstrate the Collaboration competency.*

**Food Science & Nutrition II** (Grades 9-12) 1 credit

Prerequisite: Successful completion of Food Science & Nutrition I

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts. Food safety and sanitation receive special emphasis. Students develop skills in preparing a wide variety of whole foods. Students will research current food trends, special dietary needs as well as our modern food industry. Throughout this course students will be asked to evaluate and critique their food choices, how these choices affect overall personal health and their role as an informed consumer. Students will participate in planting, harvesting and preserving food from the school garden. Throughout the course students will have the opportunity to work with others, share what they learn with their peers through special school wide events as well extend their learning through a variety of field trips, job shadowing, and service learning projects.

*Oppportunity to demonstrate the Collaboration competency.*
Money Smarts  
(Grades 11-12)  
.5 credit

This semester long course will inform students how individual choices directly influence occupational goals and future earnings potential. In this course students will design budgets, simulate checking and savings accounts, explore the cost and benefits of debit and credit as well as explore the basics of insurance and taxes. Students will complete a career exploration unit, resume writing and job interviewing skills as well as participate in a job shadow experience. This course will provide a foundational understand for making informed personal-financial decisions leading to financial independence.

Students in this course will participate in a wide variety of hands on activities. Students will have many opportunities to practice their new, practical knowledge through role-playing, small group work, field and lab experiences. The course materials will include the internet, current events, and textbooks.

*Opportunity to demonstrate the Collaboration competency.

Growth and Development of the Young Child  (Grades 10-12)  
(1 credit)
(College credit available through Lakes Region Community College as part of the Running Start Program)

Successful completion of this course meets a Social Studies elective requirement.

An introduction to the child, from birth to age five, as a learner and family member with needs to explore and communicate, as well as to develop social competence. Explanation of current themes of child development is provided with special emphasis on understanding children's developmental levels through childhood. Topics include conception, heredity and prenatal development, infant development, toddlerhood, the child in the family and early childhood. Observation in a childcare center or preschool setting is a requirement of this course.

*Opportunity to demonstrate the Collaboration competency.

Living on My Own  (Grades 10-12)  
.5 credit

Entrance into this course would be determined on goals outlined in a student’s IEP

This course offers students strategies for connecting daily activities to their goals for independent living after high school. Topics explored will include but not limited to; personal finance, kitchen safety skills, healthy food preparation, clothing care and repair and decision-making.

Students will have many opportunities to practice their practical knowledge through role-playing, small group work, field and lab experiences.

* Mentorship and or apprentice opportunities are available for upperclassmen by recommendation.

*Opportunity to demonstrate the Collaboration competency.
The intent of the Health course at the senior high level is to provide students with a set of skills so that each student will be able to make appropriate decisions regarding health issues now and in the future. These skills are aligned with the guidelines provided by the National Health Education Standards. The goal is that each student will:

1. Comprehend concepts related to health promotion and disease prevention,
2. Demonstrate the ability to access valid health information and health-promoting products and services,
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks,
4. Analyze the influence of culture, media, technology and other factors on health,
5. Demonstrate the ability to use interpersonal communication skills to enhance health,
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health,
7. Demonstrate the ability to advocate for personal, family and community health.

**Health (Grade 10) 1 credit**

Topics will include overall health and wellness, prescription medication, tobacco, alcohol, and illegal drugs, nutrition, first aid/CPR, mental health, including mental health disorders and managing stress, non-communicable and communicable diseases, including sexually transmitted diseases, relationships, reproductive health and childbirth.

Readings, student and teacher-led discussions, oral and written reports, projects and activities will be required in order to enhance a student's previous knowledge base, but also to actively demonstrate his/her ability to investigate, reason, analyze and communicate effectively.

*Opportunity to demonstrate Communication Skills competency.*
(ICT) Information and Communication Technologies

**AP Computer Science Principles (Grades 10-12) 1 weighted credit**

Prerequisite: Successful completion of Algebra 1

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. No prior coding experience necessary.

The AP Computer Science Principles Curriculum Framework focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives. The computational thinking practices are: Connecting Computing, Creating Computational Artifacts, Abstracting, Analyzing Problems and Artifacts, Communicating, and Collaborating.

This course prepares students for the Advanced Placement Computer Science Principles exam. The AP exam must be taken in order to receive AP designation on the student’s transcript.

*Opportunity to demonstrate Technology and Information Use competency.

**Intro to Programming (Grade 9-12) 1 credit**

This course is designed to provide students with a foundation in computer programming concepts. It is designed for complete beginners with no previous background in computer science. The course is highly visual, dynamic, and interactive making it engaging for new coders. The curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete the course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in JavaScript. Topics covered include: graphics, animation and games, data structures, and more.

*Opportunity to demonstrate Technology and Information Use competency.
The Life Skills Program at Moultonborough Academy serves students in grades 9-12 who have an educational disability and who may require extensive supports and individualized instruction in order to successfully access the general curriculum. This instruction may include functional life skills, social skills, and transition and vocational/employment skills. Students enrolled in this program may take their English or Math courses within the Life Skills classroom, but only after inclusion within a regular class has been considered and determined not appropriate. Each student’s course of study will be developed in accordance with his or her Individual Education Program.

Life Skills courses focus on the individual skills that students require in order to prepare them for independent adult living at their level. Topics covered will include developing functional self-help skills in managing money, (budgeting, banking, bill paying), self-care (laundry, basic cooking, personal hygiene), social interaction (friendships, conflict avoidance and resolution), and job seeking (completing applications, interviewing and appropriate dress). The course teaches students decision-making strategies, the importance of self-control, proven-effective conflict resolution strategies, ways to compensate for disabilities, the value of positive self talk, and creating a realistic job skills resume.

Throughout the course students will have opportunities to share what they have learned through service learning projects and developing a portfolio to showcase their projects and organize class notes to use as a reference source. This class may be taken multiple times.

*Opportunity to demonstrate Communication Skills competency.
MATHEMATICS

In secondary school, all students should strive to attain an in-depth foundation in mathematics to include: decision-making and problem solving, communicating with the language of mathematics, learning important mathematical ideas and being able to apply what they have learned to real world application problems.

Mathematical understanding is as important for students who will enter the workplace as it is for those who will pursue further study beyond high school. The mathematics department strongly recommends that students take mathematics in each of their four years of high school.

Because students' interests and aspirations may change during and after high school, their mathematics education should guarantee access to a broad spectrum of career and educational options. They should experience the interplay of algebra, geometry, statistics, probability, and discrete mathematics. They need to understand the fundamental mathematical concepts of function and relation, invariance, and transformation. They should be adept at visualizing, describing, and analyzing situations in mathematical terms and should be able to justify and prove mathematically based ideas.

The mathematics department cross-cutting competency is decision-making and problem solving. Teachers may choose to address other cross-cutting competencies to best address the needs of their students.

Algebra I Parts 1 & 2 (Grades 9-12) 2 credits (1 math, 1 elective)
Prerequisite: Recommendation of the math department advised

This is a double block course (90 minutes per day). We will study the same concepts and assess the same standards as the Algebra I class; the amount of class time is simply doubled in order to provide more support.

Algebra allows us to describe patterns, work with formulas, discuss unknowns in problems, create graphs and use current technology to generalize patterns and explore functions. This course is designed as a first year course in algebra. It integrates geometry, statistics and probability into the traditional content of algebra. Students will learn abstract concepts through concrete experiences. A graphing calculator will be used where appropriate as well as the use of graphing calculator apps.

Algebra forms the foundation for all other work in high school mathematics. It is important that students understand how critical their success in algebra is to their future courses. With that in mind, a variety of teaching methods will be used in order to reach all students. Teacher and student-led discussions, small group explorations, mathematical puzzles, games and activities will be used throughout the course. An emphasis will be placed on how algebra can be used to understand the world in which we live. Students who successfully complete this course will be recommended for geometry the following year.

*Opportunity to demonstrate Decision-Making & Problem Solving competency.
Algebra I  
(Grades 9-12)  
1 credit
Prerequisite: Recommendation of the math department for incoming freshmen advised

Algebra allows us to describe patterns, work with formulas, discuss unknowns in problems, create graphs and use current technology to generalize patterns and explore functions. This course is designed as a first year course in algebra. It integrates geometry, statistics and probability into the traditional content of algebra. Students will learn abstract concepts through concrete experiences. The graphing calculator will be used where appropriate.

Algebra forms the foundation for all other work in high school mathematics. It is important that students understand how critical their success in algebra is to their future courses. With that in mind, a variety of teaching methods will be used in order to reach all students. Teacher-led discussions, small group explorations, mathematical puzzles, games and activities will be used throughout the course. An emphasis will be placed on how algebra can be used to understand the world in which we live. Students who successfully complete this course will be recommended for geometry the following year.  
*Opportunity to demonstrate Decision-Making & Problem Solving competency.

Algebra I Honors  
(Grade 8-12)  
1 weighted credit
Prerequisite: Recommendation of the math department advised

With algebra, you can describe patterns of all kinds, work with formulas, discuss unknowns in problems, quickly graph ideas and use technology to explore rich concepts.

This course will provide an extensive and rigorous first year algebra course to the student planning to pursue a field requiring a strong mathematical background. The principles of algebra will be studied with an emphasis on structure and theory. Students will explore the topics of linear equations and inequalities, factoring, graphing, radical expressions and quadratic and exponential functions. Geometry, statistics and probability will be integrated into the study of algebra.

Activities that promote cooperation and collaboration will be used throughout the course. Mathematical tools such as graphing calculators will also be used. Successful completion of Honors Algebra I will provide the strong foundation necessary for continued study in honors mathematics courses.  
*Opportunity to demonstrate Decision-Making & Problem Solving competency.

Geometry  
(Grades 9-12)  
1 credit
Prerequisite: Successful completion of Algebra 1 or recommendation of math department advised

Geometry is defined as the branch of mathematics concerned with the properties and relations of points, lines, surfaces, solids, and higher dimensional analogs. In this course we will connect the physical and visual world with the familiar concepts of Algebra. Topics will include transformations and congruence, properties of lines, angles and triangles, quadrilaterals and coordinate proof, similarity, trigonometry, properties of circles, measurement and modeling in two and three dimensions, as well as probability.

Students will learn through an instructional model that encourages engagement, exploration, explanation, elaboration, and evaluation. Allowing students to work individually as well as collaboratively will allow them to develop strong conceptual understanding and mastery of key mathematical standards.

Throughout this course, students will continue to work with one another to discover the beauty of mathematics and its application to the world they live in.  
*Opportunity to demonstrate Decision-Making & Problem Solving competency.
**Honors Geometry** (Grades 9-12) 1 weighted credit
Prerequisite: Successful completion of Algebra I. Recommendation of the math department advised.

Geometry is defined as the branch of mathematics concerned with the properties and relations of points, lines, surfaces, solids, and higher dimensional analogs. In this course we will connect the physical and visual world with the familiar concepts of Algebra. Topics will include transformations and congruence, properties of lines, angles and triangles, quadrilaterals and coordinate proof, similarity, trigonometry, properties of circles, measurement and modeling in two and three dimensions, as well as probability. These topics will be taught in depth at a rigorous pace.

Students will learn through an instructional model that encourages engagement, exploration, explanation, elaboration, and evaluation. Allowing students to work individually as well as collaboratively will allow them to develop strong conceptual understanding and mastery of key mathematical standards.

Throughout this course, students will continue to work with one another to discover the beauty of mathematics and its application to the world they live in.
*Opportunity to demonstrate Decision-Making & Problem Solving competency.*

**Algebra II** (Grades 10-12) 1 credit
Prerequisite: Successful completion of Algebra I. Recommendation of the math department advised

This course may be best described as “what every high school graduate should know about mathematics.” It contains the mathematics that educated people around the world use in conversation and that colleges want or expect students to have studied. The properties of numbers, equations, inequalities and functions are ideas, which run throughout the course. Linear, quadratic, exponential and logarithmic functions will be explored.

Students will be encouraged to work collaboratively on many in-class assignments and on designated activities and projects. Throughout the course, students will be amazed to discover the numerous applications of mathematics to the world in which we live.
*Opportunity to demonstrate Decision-Making & Problem Solving competency.*

**Algebra II Honors** (Grades 10-12) 1 weighted credit
Prerequisite: Successful completion of Geometry Honors or Geometry. Recommendation of the math department advised.

This course will extend the student’s study of algebraic skills, structure, theory and practical applications. A rigorous approach will allow for several topics beyond the traditional Algebra II course. These topics will include linear programming, trigonometry, circular functions and matrices. A graphing calculator is a must for this course. Some calculators are available in the classroom; however, students are strongly encouraged to invest in their own calculator.

Projects include a transformation project where students are required to use matrices as a tool in computer graphics. Another project will require students to use the concept of linear programming to solve optimization problems from the world of business. Students will be encouraged to work collaboratively on classroom activities and projects. A variety of applications will be explored throughout the course.
*Opportunity to demonstrate Decision-Making & Problem Solving competency.*
Honors Trigonometry & Pre-Calculus  (Grades 11 and 12)  1 weighted credit
Prerequisite: Successful completion of Honors Geometry and Honors Algebra II. Recommendation of the math department advised

Topics include functions, circular functions, sequences, exponential and logarithmic functions, algebraic functions, complex roots, and rational functions. Students in Pre-calculus will also have an opportunity to study the slope of a curve, and have an introduction to limits. Emphasis will be placed on problem solving, communication, reasoning and working cooperatively to solve real world problems.

Because graphing calculators have become such a powerful tool, students will use them in this course to not only graph functions, but also to explore the nature of those functions. The calculator will also be used to study the relationships among algebraic expressions as well as to perform complex computations. Students will have an opportunity to use the calculator as a platform for statistical analysis and graphing. Students will be allowed, at teacher discretion, to use any calculator that is on the College Board's "acceptable calculator" list, i.e., calculators that are allowed on the Advanced Placement Calculus exam.

*Opportunity to demonstrate Decision-Making & Problem Solving competency.

Quantitative Reasoning  (Grade 11 and 12)  1 credit
Prerequisite: Recommendation of the math department advised

This course is designed to expose the student to a wide range of general mathematics. Problem solving and critical thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course. Topics to be covered include: Number Theory and Systems, Functions and Modeling, Finance, Geometry and Probability and Statistics. This is a Running Start course, in conjunction with the Lakes Region Community College. Students who successfully complete the course will be awarded 4 college credits through LRCC, transferable to many colleges and universities. Prerequisite: Required passing score on the Accuplacer test.

*Opportunity to demonstrate Decision-Making & Problem Solving competency.

Statistics  (Grade 11 and 12)  1 credit
(College credit available through Lakes Region Community College as part of the Running Start program)
Prerequisite: Two years of Algebra and successful completion of the Accuplacer Exam, administered through the Running Start program.

From medical studies to research experiments, from satellites orbiting the globe to social network sites such as Facebook, from polling organizations to sports, data are being collected everywhere all the time. Knowledge in statistics provides the necessary tools and foundation in quantitative reasoning to extract information intelligently from data.

This is a first course in statistics and probability. Analysis of single and bivariate data, algebraic and graphical analysis, sample statistics, probability, probability distributions, sample variability, sample distributions, the Central Limit Theorem, estimation and hypothesis testing, correlation and regression are covered. Emphasis is on application throughout the course. Problems will come from the fields of biology, business, education, engineering, entertainment, nutrition, government, sports and psychology.

*Opportunity to demonstrate Decision-Making & Problem-Solving competency.
Advanced Placement Calculus AB  (Grades 12)  1 weighted credit
Prerequisite: Successful completion of Honors Trigonometry & Pre-Calculus, and a strong determination to commit the time necessary to ensure successful completion of the AP Exam in the spring.

This is a very rigorous, fast-paced course. The course is designed to prepare students for the AP-Calculus exam and post-secondary level math courses. Students should expect 30-45 minutes of homework per night.

AP Calculus is a first semester college calculus course. The goals of this class are in keeping with the goals of AP Calculus as written by the College Entrance Examination Board in 2014. The complete list of goals can be viewed online at [http://www.collegeboard.com](http://www.collegeboard.com). This course requires students to work with functions represented in a variety of ways (graphically, numerically, analytically, or verbally), understand the meaning of derivative in order to solve a variety of problems and understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. In addition, students will be expected to communicate mathematics both orally and in written form and will be required to explain solutions to problems, Technology will be used to help solve problems, experiment, interpret results and verify conclusions. An appreciation of calculus as a coherent body of knowledge and as a human accomplishment will be developed. It is advised that each student have their own graphing calculator, preferably a Ti-84.

Emphasis will be placed on problem solving, writing solutions to free response questions, and using the graphing calculator to solve complex problems. Students taking this course will be required to take the AP Calculus Exam in the spring in order to have “AP” appear on their transcript.

*Opportunity to demonstrate Decision-Making & Problem Solving competency.*

Applied Math & Algebraic Concepts I, II, III  (Grades 9-12)  1 credit per year
Prerequisite: Permission of the math department and special education department required

Students in these courses will have an opportunity to explore the mathematics used as a consumer, in daily living and in the world of work.

Fractions, decimals, percents, ratios, proportions and basic algebraic concepts are used through all of these courses.

Throughout math for the world of work, course students will learn skills such as how to calculate wages, salaries and benefits of costs of production and sales. Earning money, buying food, managing a household, paying taxes, and budgeting money are a few examples of what students will be exploring in the consumer mathematics course.

In the life skills math course students explore topics such as fractions in the home, traveling expenses, baseball statistics and insurance.

The program is designed so that each year appropriate problem-solving activities will be used to prepare students to become future employees and employers, consumers, and prepare them for independent living.

Over a three-year period a student may take one, two or all three years of this program.

*Opportunity to demonstrate Decision-Making & Problem Solving competency.*
Music allows us to celebrate and preserve our cultural heritages, and also to explore the realms of expression, imagination, and creation resulting in new knowledge. Therefore, every individual should be guaranteed the opportunity to learn music and to share in musical experiences.

**Band** *(Grades 9-12) 1 credit*

Band is a performance based class and will offer students an opportunity for participation in a variety of performances and experiences. Students will continue to work on improving their skills as musicians. Students will perform music with a variety of key signatures up to 4 sharps and flats, as well as, a variety of musical styles and meters. Students will continue to work on musical technique, performing varied articulations, and dynamics while continuing to work on blend and balance of sound within the ensemble. Opportunities will be provided for students to participate in festivals, solo recitals and performance based trips, enhancing the student’s musical experience.

**Students who are unable to fit band into their schedules have the opportunity to take independent band which meets twice/three times a week during E block PAWS.**

*Band will perform a minimum of 5 times per year.*

*Opportunity to demonstrate Collaboration competency.*

**Chorus** *(Grades 9-12) 1 credit*

This vocal ensemble will offer an opportunity for all interested students to participate in choral performance and experiences. The course will include the rehearsal and performance of vocal repertoire in varied styles from various cultures. The development of vocal production and sight singing will be addressed. Students will have the opportunity to find connections between the music that they are singing and the historical and cultural elements that accompany it.

Musical elements will be explored through rehearsal, performance, projects, and discussion. The development of pitch, tone, rhythm, technique, musicality, and sight-reading will be kept track of throughout the year through small group singing quizzes and performance. Students are expected to participate in all rehearsals and performances. They will be provided with all of the music and a choral folder to keep it in as well as concert attire.

**Students who are unable to fit chorus into their schedules have the opportunity to take independent chorus which meets twice/three times a week during E block PAWS.**

*Chorus will perform a minimum of 5 times per year.*

*Opportunity to demonstrate the Collaboration competency.*
### Drama  **(Grades 9-12)**  .5 credit per semester

This is a performance-based course. It is a one-semester that will explore the basic elements of theatre-improvisation, acting, movement, history, character development, directing, costuming and performance through creative, active and “hands-on” projects and presentations.

Students are expected to participate in all activities and discussion, which includes a final formal performance of a one-act play. Projects and presentations range from in-class “play” and improvisation to a research paper on one of the aforementioned elements.

*Opportunity to demonstrate the Collaboration competency.*

### Instrumental Ensembles  **(Grades 9-12)**  .5 credit

Instrumental ensembles are offered to those students who are not able to schedule band as a full class into their schedules. This class meets three times per week. Students participating in instrumental ensembles will demonstrate knowledge and ability to perform scales up to 4 sharps and flats, varied rudiments at varied tempos, music with mixed meters, tempo changes, dynamic changes and proper articulations. Students will participate in all band performances.

*Opportunity to demonstrate Self-Management competency.*

### Music Theory I  **(Grades 9-12)**  1 credit

In this class students will review rhythms, scales, music terminology and transposition. Students will then move onto learning about chord structure chord progression, writing in four-part harmony, modulation, chromatic harmonization, and extended chords.

Students will present knowledge of these musical elements through quizzes, homework, tests and most importantly, projects in composition. Students will learn the notation software program Sibelius as they compose various musical pieces.

This course will be offered in the 2020-21 school year and in alternate years thereafter.

*Opportunity to demonstrate Self-Management competency.*

### Music Theory II  **(Grades 10-12)**  1 credit

Prerequisite: Successful completion of Music Theory I (grade of 80% or above advised)

In this class, students will progress from chromatic harmonization and extended chords to altered sixth chords, projects in imitation and Renaissance music, modes and invented scales and get into analyzing musical scores. They will delve deeper into the history of composition and musical eras, and the composers who made particular forms of music famous. Students will learn to compose for vocal and instrumental groups as well as Jazz and Rock groups.
Students will present their knowledge of these musical elements through analysis, tests, quizzes, projects, and composition. Students’ piano skills will become enhanced as they compose more intricate music and continue with the Sibelius music software program.

This course will be offered in the 2020-21 school year and in alternate years thereafter.

*Opportunity to demonstrate the Self-Management competency.

Music Appreciation  (Grades 9-12)  1 credit

This is an experienced-based program that will survey music and its role in our lives and in cultures throughout the world. It is an active study of how music says who we are as human beings and how we express ourselves through music. Students will study in depth the elements of music-melody, rhythm, harmony, texture, timbre, and form. In addition, an extensive study on guitar will be offered through this course, which will be provided for them.

Students are expected to participate in all listening exercises and discussion. They will show their understanding of the aforementioned musical elements through projects, presentations, tests and quizzes, and performances.

Students will be required to attend at least three musical performances throughout the year as part of their grade.

This course will be offered in the 2020-21 school year and in alternate years thereafter.

*Opportunity to demonstrate the Collaboration competency.

Studio Recording and Digital Music  (Grades 9-12)  .5 credit
Prerequisite: Recommendation of the Music Department advised.

Students will explore the progression of music technology in popular music through a variety of electronic and software mediums. They will explore the manipulation of sound and sequencing using Audacity and Garageband and will create and record their own music using the Pro Logic X software as well as gain an understanding of a PA system, microphones, amplifiers, and electric instruments within the context of recording and live music playing. Students may also have the opportunity to explore basic notation and basic music elements using the software program Sibelius.

This course will be offered in the 2020-21 school year and in alternate years thereafter.

*Opportunity to demonstrate Self-Management competency.
Music and the Brain (Grades 10-12) 1 credit

You love music, right? It makes you feel good, it can make you cry and it can create lasting memories. Did you know that you can sing even when you can’t talk? Did you know that music helps Parkinson’s patients walk upright and straight? Did you know that you perform better on tests when you listen to certain music? Come and explore the wonderful world of Music and The Brain!

In the lab, students are treated to interesting bits of anatomy regarding the brain, the ear and hearing as well as a bit about physics and sound waves and audible ranges of sounds. Each class also has a listening lab. The listening labs help students through the various eras of music from native African music to the European tradition. Then we come to America for Jazz, the Swing Era, and then each decade through the present.

The study of music has tremendously positive effects on the inner workings of the brain, therefore, Music and the Brain students will have the opportunity to study instruments and perform in small ensemble situations and explore music therapy outside of the classroom.

This course will be offered in the 2019-20 school year and in alternate years thereafter.

*Opportunity to demonstrate the Self-Management competency.

PHYSICAL EDUCATION

The Moultonborough Academy Physical Education Program's primary purpose is to help all the students acquire the skills and self-confidence they need in order to participate in a wide variety of physical activities throughout their lifespan. The program will incorporate physical fitness principles that students can use to live a healthy, active lifestyle. Physical Education will also include safety, good sportsmanship, cooperative activities and self-challenges.

Physical Education I (Grades 9-12) 1 credit

The High School Physical Education program is a combination of team activities, recreational activities and lifelong fitness activities. The emphasis is placed on the ability to manage a personal fitness regimen based on personal interests. Goal setting, record keeping, and the evaluation process are important details of the overall project.

Archery, badminton, and volleyball, highlight some of the major recreational and team activities, while lifelong activities such as snowshoeing and hiking will be introduced to classes as a means of promoting physical activity in the local Lakes Region area.

The Physical Education program also includes an extensive “Project Adventure” unit. This unit stresses personal challenges, trust, cooperation, and respect through spotting and climbing activities.

The High School Physical Education I class will have opportunities to work on their writing skills throughout the school year. The students will be required to keep updated journals of their Personal Fitness.

*Opportunity to demonstrate Self-Management competency.
Physical Education II (Grades 10-12) .25 credit per quarter
Prerequisite: Successful completion of Physical Education I

This physical education elective course can only be taken if a student has fulfilled his/her general high school physical education credit. A student may choose any or all of the four quarters to participate in this class.

Unlike the other physical education settings, the elective course is centered on game competition. Students that choose this course should be prepared to use the skills and knowledge of the sport activities they learned in their previous years and apply them to a team concept for competitive game situations. It is the expectation that students compete fairly and keep the ideals of good sportsmanship in mind.

*Opportunity to demonstrate the Collaboration competency.

Group Exercise (Grades 10-12) .25 credit per quarter
Prerequisite: Successful completion of Physical Education I.

This Physical Education elective course can only be taken by a student who has fulfilled his/her Physical Education I credit. A student may choose any or all of the four quarters to participate in this class.

Students will have the opportunity to participate in a wide variety of aerobic and non-aerobic fitness activities. Fitness activities may include yoga, cardio dance, Pilates, step aerobics, cardio drumming, bootcamps and cardio kickboxing based on class interest. Students will be asked to select skills to demonstrate as well as create an original routine.

*Opportunity to demonstrate the Communication competency.

SCIENCE

The Science program at Moultonborough Academy provides students with multiple avenues to explore the physical, biological, and chemical world in which they live. It is structured so that each year, students can build upon previous experiences to forge a more sophisticated understanding of the systems that surround them and how the parts support the operation of the whole.

We strive to have students become active participants in exploring the world and want them to feel the excitement of observation and discovery. By balancing class discussion, lecture, laboratory experiences and collaborative learning, students develop a strong conceptual base in science. With this foundation, students can bridge classroom experiences to those encountered in daily life to insure real and meaningful learning. Such experiences not only promote growth in thinking, but they develop life-long problem solving abilities – and a positive attitude about science!
Physical Science (Lab) (Grade 9) 1 credit

In Physical Science, students investigate measurement, chemistry, matter, motion and energy. What is the universe made of? Which chemicals react with each other and why? How can we describe motion and predict it using Newton's Laws? What is energy, and how can its various forms be collected, transferred and used throughout our society?

In this course, students will learn the foundations of physics and chemistry through labs, lectures, exploration. Students will be given the opportunity to extend and apply their knowledge through independent research, design competition, and other hands-on activities. Performance assessments, written exams, laboratory tests, and projects will be used to assess learning throughout the course. Honors credit is available by contract and requires additional coursework.

*Opportunity to demonstrate Technology and Information Use competency.

Biology (Lab) (Grade 10) 1 credit

There is great diversity and splendor among all living organisms. What fundamental characteristics unite them? What physical, chemical, and behavioral qualities set them apart? Students will answer these questions as they explore the foundations of molecular biology, the structure and function of the cell, systems of animals and plants, genetics, evolution, and ecological concepts.

Students are expected to be active participants in this class as they engage in class discussions debates, and laboratory experiences. Students will become skilled in the use of microscopes, select laboratory techniques, as well as the quantitative and qualitative analysis of data. Application of fundamental biological concepts is stressed through projects, laboratory investigations, presentations, tests, and exhibits.

*Opportunity to demonstrate Self-Management competency.

Honors Biology (Lab) (Grade 10) 1 weighted credit

Prerequisite: Successful completion of Physical Science (Grade of 87% or above advised)

10th Grade Honors Biology will parallel the 10th Grade Biology topics while focusing on greater depth of detail, quantitative analysis, research protocol and scientific writing. This class will be fast-paced and wide ranging. Strong reading skills and a willingness to regularly contribute to class discussions are expected. This course, in conjunction with Advanced Biology (taken during junior or senior year) prepares motivated students to take the SAT II Biology subject test.

Human Anatomy and Physiology (Grades 11-12) 1 credit
Prerequisite: An average of B or above in Biology and Chemistry

This course will be offered at Inter-Lakes High School and students taking this course will be responsible for their own transportation.

This course is primarily concerned with the structures and the interrelated functions of those structures within the human body. Cells, tissues, organs and organ systems will be studied from the gross structures down to the chemical level.

Special emphasis will be placed on applying acquired knowledge to real life with lab experiences. An ongoing dissection is an integral part of the course. This course is for motivated students who are interested in human biology or those who are planning to major in biological or medical science in college.

Advanced Biology (Lab) (Grades 11 & 12) 1 weighted credit
Prerequisite: Teacher recommendation from 10th grade science is strongly advised.
This course will be offered in the 2019-2020 school year and in alternate years thereafter.

Advanced Biology is a rigorous course intended to prepare students for Biology at the collegiate level. From a molecular focus, Advanced Biology students will investigate how life is possible. What processes are shared among most life forms? How are those processes accomplished? How does macroscopic form follow molecular function? How has life evolved from the simple molecules of our primordial environment, and how does it continue to evolve? How are cells, and organisms reproduced? In pace, scope, and style this course will anticipate both the content and prerequisite skills required to achieve a high level of success in post-secondary science courses.

Advanced Biology is a rigorous course that will offer students the opportunity to display significant laboratory skills, hone note taking and reading comprehension skills, and apply critical thinking skills to substantive current issues. Students will develop mastery of topics through projects, laboratory investigations, lectures, drawings and illustrations. In conjunction with 10th grade Honors Biology motivated students will be able to successfully take the SAT Biology Subject Test. Advanced Biology is a rigorous course.

*Opportunity to demonstrate Self-Management competency.

Forensic Science (Lab) (Grades 11 & 12) 1 credit
Prerequisite - Successful completion of general biology.

The purpose of this course is to introduce the student to the study of forensic science and genetics. These two areas incorporate the study of biology, chemistry, physics, and math in criminal investigations and genetics.

The course will study how evidence is collected and analyzed frequent laboratory investigations involving, fingerprint analysis, document analysis, hair, fiber and glass identification, blood stain and pattern analysis, impression evidence, forensic entomology, ballistics, environmental forensics, and toxicology. In addition, crime scene documentation and sketching will be covered. Moreover, DNA fingerprinting will be discussed as an introduction to the genetics portion of the course.

*Opportunity to demonstrate Communication Skills and Technology and Information Use competencies.
Chemistry (Lab)  (Grades 11 and 12)  1 credit

As society depends more on technology, communities and nations will rely more heavily on citizens to understand the scientific phenomena and principles required to make wide-ranging decisions in areas such as industry and public policy. The major units studied are: water, materials, petroleum, air, industry, atoms, and food. Students are introduced to atomic structure, chemical bonding, chemical reactions, oxidation and reduction, electrochemistry, acids and bases and nuclear chemistry.

Frequent laboratory investigations are used to describe and reinforce the concepts learned in the text. Mock town meetings, presentations and design applications are some of the activities students engage in as each unit is covered. Students will also explore alternative technologies such as making biodiesel, solar energy and hydrogen fuel cells.

*Opportunity to demonstrate Technology and Information Use competency.

Honors Chemistry (Lab)  (Grades 11 and 12)  1 weighted credit

Prerequisite: Successful completion of Algebra II and physical science (may be taken concurrently) or permission of instructor.

Honors Chemistry is a laboratory-based course for the serious science student seeking an introduction to the concepts of physical chemistry and beginning principles of organic chemistry. Topics will include most of the material covered on the SAT II chemistry exam. Atomic structure, chemical formulas, ionic and covalent bonding, chemical reactions, energy changes in reactions, oxidation reduction, acids and bases, and rates of reactions are covered in this class.

Laboratory experiments will include the use of calculator-based and computer-based data collection and analysis. Many activities will be done online including homework, quizzes and exams. Students will have the opportunity to conduct their own research in an area of interest.

*Opportunity to demonstrate Communication Skills and Technology and Information Use competencies.

Green Technology (Lab)  (Grades 11 & 12)  1 credit

Prerequisites: Successful completion of Physical Science.

In Green Technology, students systematically investigate several different alternative energy sources. Solar energy, including photovoltaic cells, wind turbines, small-scale hydroelectric power, heat pumps, and other alternate forms of energy will be studied through hands-on activities, projects, and field trips. Students will be introduced to the engineering design process and will use the design process to design a small-scale alternative energy project. Electric vehicles, fuel cells, and biofuels will also be studied.

*Opportunity to demonstrate Decision Making and Problem Solving competency.
Honors Physics (Lab)  (Grades 11 & 12)  1 weighted credit
Prerequisites: Successful completion of Algebra II and Physical Science or by permission of the instructor.

Honors Physics is a rigorous course intended to prepare students for science and/or engineering courses at the collegiate level. This course follows an algebra based physics curriculum.

In Physics class, students study how and why things work. This course covers Newtonian mechanics, which includes Kinematics in 1-D and 2-D, projectile motion, rotational motion, torques and gravitation. As time permits, electricity, magnetism, optics, acoustics and thermal physics will be explored.

Students will use algebra and trigonometry to solve real-world problems both on paper and in the lab. As mathematics is the language of physics, students will be expected to develop, analyze and evaluate mathematical models that describe and predict a variety of systems. Students will also design, conduct, and write up their own experiments as part of developing effective models for a variety of real and fictional situations. Also, they will explore how physics is integrated in other fields of science and technology. Students will also participate in at least one class project, which will be developed during the course.

*Opportunity to demonstrate Decision-Making and Problem-Solving competency.

Physics (Lab)  (Grades 11 & 12)  1 credit
Prerequisites: Successful completion of Algebra II (may be taken concurrently) and Physical Science or permission of the instructor.

In Physics class, we study how and why things work. This course covers classical mechanics, which includes kinematics in 1-D and 2-D, projectile motion, rotational motion, torques and gravitation. In addition, electricity and magnetism, optics, acoustics, and thermal physics will be presented in more depth than at the 9th grade level. Students will use algebra and trigonometry to solve real-world problems both on paper and in the lab. A systematic process will be applied by the students as they collect and analyze data.

*Opportunity to demonstrate Decision-Making and Problem-Solving competency.

AP Environmental Science  (Grades 11 & 12)  1 weighted credit
Prerequisite: Recommendation of the Science Dept. is advised.
This course will be offered in the 2020-2021 school year and in alternate years thereafter.

AP Environmental Science brings together concepts and content from several branches of science (such as Earth Science, Meteorology, Ecology, Chemistry, Astronomy, & Medicine) along with Government, Politics, Statistics, American History, and World Studies. The interdisciplinary nature of environmental sciences will be stressed through intensive laboratory and field experiences, research, analyzing primary and secondary sources, analytical writing, classroom discussions and lectures.

The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems (both natural and human-made), to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving or preventing them.
The curriculum will require substantial reading (including summer reading), excellent independent and group skills, and a keen eye for detail. **The AP exam must be taken in order to receive the AP designation on the student’s transcript.**

*Opportunity to demonstrate Decision Making and Problem Solving competency.*

**Earth/Space Science**  
(Grades 10-12)  
1 credit

This course is offered to Moultonborough Academy students on-line through the Virtual Learning Academy Charter School (VLACS). Course description, curriculum, and assessment information can be accessed via the VLACS web site (www.vlacs.org).

**SOCIAL STUDIES**

The Social Studies incorporates concepts from a variety of disciplines including but not limited to government, economics, geography, history, sociology, psychology, and business. Students at Moultonborough Academy are encouraged to be active participants in the educational process, examine primary and secondary sources, interpret varied perspectives, debate, role-play, identify and consider critical questions while drawing their own conclusions through a process of critical thought. The goal is to draw our students out into the world community to better understand the interactions between the individual and the group, while providing them with the capacity to live effective personal and public lives as engaged citizens and consumers.

**Government**  
(Grade 9)  
.5 credit

In this course, students will explore the inner workings of our government through their study of six essential concepts found in the U.S. Constitution: popular sovereignty, limited government, republicanism, separation of powers, checks and balances, and federalism. Each unit of study will focus on one or two of these essential concepts and students will be able to apply them to current issues facing their community, state, and/or country. This is a project-based learning class, meaning students will gain a deeper knowledge through active exploration of real-world challenges.

*Opportunity to demonstrate the Communication Skills competency.*

**Economics**  
(Grade 9)  
.5 credit

This introductory level course will expose students to challenging economic concepts with compelling real world consequences. Course topics will include: the fundamentals of economics, microeconomics, macroeconomics, and international trade. Throughout this course students will have the opportunity to develop creative thinking, reading, writing, and technology skills as they work through a series of rigorous projects.

Successful completion of this course will serve as an Economics credit towards a student's graduation requirements.

*Opportunity to demonstrate the Information Use and Technology competency.*
World Studies  (Grade 10)  2 credits
(Also a required English Course)

These courses are completely integrated into one double-block yearlong class. The literary studies and skills in English 9 are further developed. Papers and projects are integrated into the historical continuum, examining both Western and non-Western cultures from prehistory to 1900.

Expectations are that students will keep a continuing course notebook. Classes will be conducted in varied ways: discussion, writing, lecture, reading, oral and visual student presentations and role-playing activities.

Students take notes and cover historical text material, which is then supplemented by the teacher in class through lecture and activities. Literature of the period under study is examined in its cultural context. Research skills, analysis of sources and documentation are stressed in the process of individual research on historical figures, arts and events. There are frequent writing assignments. Self-evaluation is integral to the learning process undertaken in World Studies. During the third quarter students are required to complete a major literary analytical paper.

Students will compete in the National History Day (NHD) competition creating a student driven project on a self-selected topic from history.

*Opportunity to demonstrate the Communication Skills and Technology and Information Use competencies.

United States History II  (Grade 11)  1 credit

This class will take students thematically through US History from the mid-1800s to modern day. This class is taught collaboratively with American Literature. Content and skills learned will cross between classes. Courses examine distinct periods of US history through themes:

- Civil Rights and Responsibilities
- Conflicts at Home and Abroad
- Economic Movements and Responsibilities

Students will master four skill types:

- Chronological Reasoning
- Comparison and Contextualization
- Crafting Historical Arguments from Evidence
- Interpretation and Synthesis

Students will consider their own answers to major essential questions, such as: What is the proper pace of change? Is the United States an imperial nation? What is the proper role of government in economics?

The study of history and how historians study the past allows learners to understand their place in time and location. The knowledge base of historical content drawn from United States and world history provides the basis from which learners develop historical understanding and competence in ways of historical thinking. Historical thinking skills enable learners to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
Students will compete in the National History Day (NHD) competition creating a student driven project on a self-selected topic from history.

*Opportunity to demonstrate Technology and Information Use, Self-Management, and Communication Skills competencies.

**AP United States History**  
(Grade 10-12)  
1 weighted credit

Prerequisite: Recommendation of the Social Studies Department is advised. Students must read at grade-level or higher, and must exhibit strong informative and argumentative writing skills. Students must also possess a strong work ethic and passion for history.

This is a college level class and the material students are required to review is significantly greater than the general United States History class. Students will be engaged in class discussions, lectures, supplemental reading of primary sources and historical essays, argumentative and informational essay writing, and taking multiple-choice and document-based exams. This class spans all of US history, from before the settlement of Jamestown to today. It examines nine distinct periods of US history through themes.

- Exploration
  - Migration and Settlement
  - Identity
  - America in the World
- Civil Rights
  - Culture and Society
  - Politics and Power
- Economics
  - Work, Exchange, and Technology
  - Geography and the Environment

Students will master four skill types:

- Chronological Reasoning
- Comparison and Contextualization
- Crafting Historical Arguments from Evidence
- Interpretation and Synthesis

The study of history and how historians study the past allows learners to understand their place in time and location. The knowledge base of historical content drawn from United States and world history provides the basis from which learners develop historical understanding and competence in ways of historical thinking. Historical thinking skills enable learners to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Students will compete in the National History Day (NHD) competition creating a student driven project on a self-selected topic from history.

*Opportunity to demonstrate Technology and Information Use, Self-Management, and Communication Skills competencies.
SOCIAL STUDIES ELECTIVES

Successful completion of the following courses will all earn Social Studies Credits. These courses are geared toward Seniors for their fourth year of Social Studies, but open to students grades 9-12. In addition to the electives described below - the following list of classes offered from other departments earn Social Studies credit:

- **Past, Present, and Future of Latin America** (World Language)
- **Introduction to Business/Personal Finance** (Business)
- **Business Law** (Business)
- **Growth and Development of the Young Child** (Family & Consumer Sciences)

**AP World History** *(Grades 10-12) 1 weighted credit*

Prerequisite: Recommendation of the Social Studies Department is advised. Students must read at grade-level or higher, and must exhibit strong informative and argumentative writing skills. Students must also possess a strong work ethic and passion for history.

This is a college level class and the material students are required to review is significantly greater than the general United States History class. Students will be engaged in class discussions, lectures, supplemental reading of primary sources and historical essays, argumentative and informational essay writing, and taking multiple-choice and document-based exams. This class broadly spans human history from the year 1200 to today. It examines nine distinct periods of World History:

1. **Regional and Interregional Interactions** (ca. 1200 to ca.1450)
2. **Global Interactions** (ca. 1450 to ca. 1750)
3. **Land-Based Empires**
4. **Trans-Oceanic Interconnections**
5. **Industrialization and Global Integration** (ca. 1750 to ca. 1900)
6. **Revolutions**
7. **Consequences of Industrialization**
8. **Global Conflict**
9. **Modern and Contemporary Globalization**

Students will master eight skill types:
- Analysis
- Interpretation
- Comparison
- Contextualization
- Synthesis
- Causation
- Periodization
- Argumentation

The study of history and how historians study the past allows learners to understand their place in time and location. The knowledge base of historical content drawn from United States and world history provides the basis from which learners develop historical understanding and competence in ways of historical thinking. Historical thinking skills enable learners to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.
Students will compete in the National History Day (NHD) competition creating a student driven project on a self-selected topic from history.

*Opportunity to demonstrate Technology and Information Use, Self-Management, and Communication Skills competencies.

**The American Century**  
(Grades 9-12)  
.5 credit

This course offers students an opportunity to explore how the United States impacted, and was impacted by, events of the 20th century. What makes the American perspective unique and different from other nations? Should the United States be involved militarily around the world? What happens when the rights of groups conflict with other groups’ perspectives? How do people see America? How do we want to be seen? These are just some of the questions that students will have a chance to explore in this course. The course is theme-based, rather than chronological. Multiple periods of U.S. history are likely to be addressed in each unit. This is a project-based learning class, meaning students will gain a deeper knowledge through active exploration of real-world challenges, both historical and contemporary.

Students will compete in the National History Day (NHD) competition creating a student driven project on a self-selected topic from history.

*Opportunity to demonstrate Communication Skills.

**Contemporary World Affairs/Geography**  
(Grades 9-12)  
.5 credit

This course will explore contemporary world affairs through the lens of physical and human geography, culture and movement, global transformations, conflict, and cooperation. Students will be expected to stay informed on current events by reading, watching, or listening to current news. The questions that students will investigate will include: How do humans impact the environment? To what extent should cultures blend? To what extent are global changes beneficial? Why do people go to war? Regions of the world investigated will include, but not be limited to: China, Russia, Africa, India, and the Middle East. Students will hone their analytical skills by drawing connections between historical events and current issues, preparing them for further studies within the social sciences in the future. Throughout this course students will have the opportunity to develop reading, writing, and technology skills as they work through a series of rigorous projects.

*Opportunity to demonstrate the Self-Management competency.

**Introduction to Psychology**  
(Grades 9-12)  
.5 credit  
(College credit available through Lakes Region Community College as part of the Running Start Program.)

Students will be able to see patterns in social relations, better understand the brain, and better appreciate social research. The study of psychology and human behavior allows learners to understand major theories that have been proposed to describe human thinking, learning, memory, development, personality, and behavior. It helps them address questions such as the following: How does society and culture influence our behavior and development? How can individual differences be understood? What are the concepts, approaches, procedures, and principles of conducting psychological research and reporting findings of research? How does one accurately interpret and apply the findings from research studies? In this course, students will write a major literature review, and complete a social-psychological experiment.
Students will compete in the National History Day (NHD) competition creating a student driven project on a self-selected topic from history.

*Opportunity to demonstrate Technology and Information Use, Self-Management, and Communication Skills competencies.

**Human Growth and Developmental Psychology (Grades 9-12) .5 credit**

(College credit available through Lakes Region Community College as part of the Running Start Program.)

Students will be able to understand the developmental and biological elements of human psychology, better understand the brain, and better appreciate social research. The study of human growth and chronological development allows learners to understand major theories that have been proposed to describe human development, personality, and behavior. It helps them address questions such as the following: Who am I? What factors have contributed to my becoming who I am? How can I adjust to, cope with, benefit from, and contribute to my own well-being and to the well-being of others? What is involved in mental and emotional health, and how can one become and remain mentally and emotionally healthy and prevent or overcome psychological disorders? How do biological and environmental factors affect human psychological, emotional, social, and emotional growth, development, and behavior?

*Opportunity to demonstrate Communications Skills competency.

**TECHNOLOGY EDUCATION**

The intent of the Senior High Technology Education program is to provide students with opportunities to develop safe and appropriate skills and awareness in a wide range of traditional and contemporary technologies; as well as empower students to recognize, use, and prepare technical information in order to engineer solutions to problems related to a variety of technological systems. In doing so we hope to encourage in students those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate. We also seek to increase students’ understanding of the relationships between technology, individuals, and society. Emphasis is given to develop leadership, communication, social interaction, problem solving, and skill development.

**Technical Drawing (Grades 9-12) 1 credit**

The Technical Drawing class is designed to introduce students to modern drawing techniques employed in drafting and architectural design using both traditional drafting instruments and modern digital tools. Each section will begin with a historical overview in order to provide students with fundamental knowledge about the historical development of these technologies, and their effects on people, the environment, and society. The first semester, focus will be on drafting where students will work on sketching methods, applied geometry, orthographic projection, isometric projections, dimensioning, pictorial drawings, sectionals, and auxiliary views. The second semester focus will be on Architectural design where students will spend time designing a variety of structures including a house of their own while developing a set of plans. These will include floor plans, elevation drawings, and sectionals. Additional drawings may include kitchen and bath designs, and framing. The course will emphasize the engineering design process, and there will opportunities for students to build models, and or prototypes of their designs.

*Opportunity to demonstrate Self-Management competency.
Information and Communication Technologies (ICT) (Grades 9-12) 1 credit
In recent years, communication and information technologies have made their way into all of our lives. From mobile phones, social media, and online gaming, to Amazon and Ebay, our world has become inextricably intertwined with these technologies. This program will introduce students to a number of the technological systems at use today in which information is transferred from a sender to a receiver. It is a technology-based course that will help students develop their knowledge and skills in these areas. The course will be mostly project based, with intermittent lectures and discussions, and is broken into two segments.

The first segment of this course we will focus on communications technologies and look at the history of communication and how communication impacts our lives. We will look at the technologies behind and the evolution of: film, radio, television, and cable, and connect the dots between these technologies and the Internet. Students will have the opportunity to use a variety of software and different types of equipment to produce their own multimedia projects such as but not limited to a short film, radio show or podcast, and news broadcast.

The second segment of the course will focus on information technologies, and will cover the history of computing, digital security, emerging technologies, web based applications, wireless technologies, programming concepts used in software development, and social and ethical issues around the internet. Students will have the opportunity to explore these topics through project work, and research.

*Opportunity to demonstrate Decision-Making and Problem Solving competency.

Manufacturing Technology I (Grades 9-12) 1 credit
Prerequisite: It is recommended that any student taking this class will have had a strong and positive experience in middle school Tech Ed. exploratory.

This course is designed to give a student the opportunity to explore manufacturing technology in a simulated work environment. Upon completion of the class students should have a better understanding of industrial practices, work ethics, and newly acquired skills in problem solving. Leadership, safety, and tool and equipment identification and maintenance will be stressed throughout the course. Students will have an opportunity to work with various materials and processes as they relate to custom manufacturing of a product.

Students will spend the majority of their time with “Hands On” assignments. Scheduled projects will vary from year to year. Regardless of the product that will be built, the students will be expected to be a major part of the class organization. This will involve student participation as foreman, safety supervisor, production assistant, and lab maintenance personnel. Initially, weekly work orders will be given by the teacher with the expectation that students will eventually write their own work order based on their experiences and knowledge learned. The students will work both independently and in small groups, but the major emphasis will be on quality and quantity of the tasks given.

*Opportunity to demonstrate Decision-Making and Problem Solving competency.
IDEA (Industrial Design Engineering & Art)  (Grades 9-12)  1 credit
(Formerly known as Manufacturing Tech II)

Everything around us, outside of nature, had to be designed by someone. The chairs we sit on, the clothes we wear, the products we use in our day-to-day lives. Each of these items required thought and intent in order to be produced and implemented.

The primary focus of this course is to give students a thorough understanding of the design cycle, and the relationships that exist between the fields of design, engineering, and manufacturing. Students will work in teams to devise creative solutions to real world problems. They will then implement their designs by building and testing prototypes, creating marketing materials, and producing and selling their solutions. This is a portfolio-based class. Assessments will be drawn from the student’s body of work produced in class, which will be based upon the quality of work produced, attention to detail, work ethic, initiative, motivation, and the student’s ability to document and demonstrate skills improvement over the course of the year.

*Opportunity to demonstrate Decision-Making & Problem Solving competency.

WORLD LANGUAGES

FRENCH

“Bonjour!” Set out to learn the expressions of everyday life in French speaking countries. Take a voyage to places of fashion, good food and history in Francophone countries. Explore the language, culture and business opportunities of French speaking countries around the world.

In French classes, students will develop conversational skills by studying vocabulary and language structures in the context of Comprehensible Input through a more holistic approach. They will learn how to write in French and to read more complex texts as they proceed through the sequence of French courses. Students will engage in class conversations, discussions, speaking presentations and technological projects in French. Students will be expected to be active participants in class and use their acquired knowledge in and outside of the classroom. To enhance practice and maximize retention, there are frequent assessments and performance tasks required of all levels.

French I  (Grades 9-12)  1 credit

Students will work toward acquiring the basics of the French language including the four domains of linguistic competence: listening, speaking, reading and writing all integrated using the Comprehensible Input model. The specific areas of study include basic language structures thematic vocabulary, authentic readings and cultural exploration.
Themes will include but are not limited to: greetings, food, activities at school and at home, on weekends, and on vacation, the family, clothing and shopping. French 1 lays the grammatical foundation for the acquisition of more advanced conversational, writing and reading competencies. The present tense, passé composé and the futur proche will be studied. The concepts of masculine and feminine nouns and modifiers will be presented. Aspects of French culture will be presented with an emphasis on social mores, culture and history. In addition, students will be introduced to aspects of French cuisine through authentic readings, research and hands-on activities.

We will follow the Standards set by the American Council on the Teaching of Foreign Languages (ACTFL) pertaining to Communication, Cultures, Connections, Comparisons and Communities.

*Opportunity to demonstrate Communication Skills Competency.

French II (Grades 9-12)  1 credit

Prerequisite: Successful completion of French I

French II will continue to develop the four domains of linguistic competencies with continued emphasis on conversational skills, all integrated through the Comprehensible Input model. Using high frequency grammatical structures and intermediate vocabulary, students will enhance their ability to express themselves through more complex structures. Students will expand their written and oral competence by writing, discussing, comparing and producing technological presentations. In addition, the course will explore many regions of France in detail and will provide an opportunity for students to experience French cuisine through research and hands-on activities.

We will study the following themes: Food, Health, Technology and Urban Contemporary Life.

We will adhere to the Standards set by the American Council on the Teaching of Foreign Languages (ACTFL) pertaining to Communication, Cultures, Connections, Comparisons and Communities.

*Opportunity to demonstrate Communication Skills Competency.

French III (Grades 10-12)  1 credit

Prerequisite: Successful completion of French II

French III will integrate the Comprehensible Input model to promote acquisition of all four domains of linguistic competence with continued emphasis on conversational skills. Using high frequency grammatical structures and more advanced intermediate vocabulary, students will express themselves with more complex structures. In addition, the course will explore Francophonie in detail. We will continue to study these themes: Jobs of the Future, Global Challenges and The Arts. Students will expand their written and oral competence, inform, discuss and make comparisons by discussions and technological presentations. In addition, students will continue to learn new aspects of French cuisine through hands-on activities.

We will follow the Standards set by the American Council on the Teaching of Foreign Languages (ACTFL) pertaining to Communication, Cultures, Connections, Comparisons and Communities.

*Opportunity to demonstrate Communication Skills Competency.
French IV  
(Grades 11 and 12)  
1 weighted credit

Prerequisite: Successful completion of French III

French IV
Students in this class will begin an in-depth study of the history of French civilization and the art and literature associated with each time period. In addition, students will sharpen their skills in all four areas of linguistic competence with continued emphasis on conversational skills. Through Comprehensible Input, high frequency structures and advanced vocabulary, students will express themselves in more complex ways.

Further, the students will be exposed to many of the following themes: Interpersonal Relationships, Downtown Living, Media and Laws and Rights. Students will expand written and oral competence. This class will be conducted mostly in French and students are encouraged and expected to contribute by using their French language knowledge. In addition, students will be introduced to relevant francophone cuisine through research of authentic materials and hands-on activities.

We will follow the Standards set by the American Council on the Teaching of Foreign Languages (ACTFL) pertaining to Communication, Cultures, Connections, Comparisons and Communities.

*Opportunity to demonstrate Communication Skills Competency.

French V Language & Culture  
(Grade 12)  
1 weighted credit

Prerequisite: Successful completion of French IV

The French V course takes a holistic approach to language proficiency in the language skills of listening, speaking, writing, and reading. The course will emphasize the extensive use of the French language to improve oral and written communication and help students develop the ability to speak and understand the language in a variety of contexts.

The course will engage students to explore the different cultures of French speaking countries in contemporary and historical contexts. Included among the themes we will study are: Evolving Society, Family Generations, Scientific Research and Former Times.

When communicating, students will demonstrate an understanding of cultures, incorporate interdisciplinary topics (Connections), make comparisons between their native language and the target language (French) and between cultures (Comparisons), and use the target language in real-life settings (Communities). This class will be conducted in French and students are encouraged and expected to speak French at all times.

*Opportunity to demonstrate Communication Skills Competency.
Bienvenidos! As students journey through the Spanish speaking world they will learn about the daily life, art, music, and history of the people living in these countries. From the deserts of Andalucia to rainforests of Costa Rica, we will explore both the language and culture of Spanish speaking countries around the world. In Spanish classes students will develop conversational skills by studying vocabulary and language structure. Students will learn how to write in Spanish and to read more advanced texts as they proceed through the sequence of Spanish courses.

The methodology for teaching the Spanish is Comprehensible Input (CI), and we will use methods and strategies that are based on Dr. Stephen Krashen’s Input Hypothesis. In particular, we will use the Teaching Proficiency through Reading and Storytelling (TPRS) method of language instruction that was developed by Blaine Ray and based on the work of Dr. James Asher. It provides a language rich environment that promotes foreign language learning by what sounds right. TPRS promotes natural language acquisition through meaningful, personalized and often humorous situations. It does not stress grammatical instruction, but rather encourages grammatical correctness by repetition and modeling of structures in stories, speech and printed materials. Sentence structure, vocabulary, and grammar are acquired because non-stop comprehensible input is provided.

Grammar is taught unsheltered and in context; simple regurgitation is not promoted. TPRS requires that students be active participants in class as they engage in conversation, answer questions and perform oral skits and presentations in Spanish. TPRS promotes long term memory retention because it is visual, physical, acoustical and contextual. ¡Hasta pronto!

**Spanish Culture**  (Grades 9-12)  1 credit

This course is intended for any student wishing to learn more about the Hispanic world. Through cinema, current events, media and selected readings, students will learn about Spanish history, art, society and contemporary culture. This course will be conducted in English. Some novels covered in this course are Before We Were Free and The Circuit. Students will have the opportunity to experience the culture of Spanish speaking countries through film, art, food, current events and music. Students will also evaluate the pros and cons of Hispanic immigration and its effect on the United States.

Students will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will also use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

*Opportunity to demonstrate Self-Management competency.*
Past, Present and Future of Latin America  (Grades 9-12)  1 credit

This course is open to any high school student interested in learning more about the history, current events and future of Latin America. This course will be conducted in English. There will be a focus on literature (poems, books and legends), music, writing and class discussions. This course is for students looking to gain a global perspective on the past, present and future of Latin American culture.

All units will focus on history as well as current topics in Latin America. Topics may include current events/news, ecology, politics and government, immigration, education, science, health and nutrition, economics, culture and geography. Students will study the contributions of different cultural and ethnic groups that exist within these countries, in order to understand fully the social complexity of what we call “Latin America”. Lastly, students will evaluate the developmental needs of Latin American countries and propose possible solutions in which individuals can act as a force for change.

*Opportunity to demonstrate Self-Management competency.

Spanish I  (Grades 9-11)  1 credit

Spanish I students will study the basics of the Spanish language including all four skills: listening, speaking, reading, and writing. We will focus our class time on the acquisition of high frequency structures (the most frequently used words in a language); between three and six new target structures each week. We will use these structures in class discussions, stories, and cultural explorations, and you will be expected to recognize them when you read or hear them and, in time, be able to produce them in speech and writing. Specific areas of study include all the sounds of the Spanish language, basic language structure, vocabulary, and aspects of Spanish culture. Spanish I lays the grammatical foundation for the acquisition of more advanced conversational and reading ability. Students will also learn a little about the culture of several Spanish-speaking countries including Mexico, The Dominican Republic and Bolivia. Holidays such as Cinco de Mayo, Dia de los muertos and La Navidad will be discussed in greater detail. Music in the target language will also be used to increase listening comprehension and to study grammar in context.

*Opportunity to demonstrate Self-Management competency.

Spanish II  (Grades 9-12)  1 credit

Prerequisite: Successful completion of Spanish I

Students will continue to develop all four areas of linguistic competence: speaking, listening, reading and writing with a continued emphasis on listening and conversational skills. We will focus our class time on the acquisition of high frequency structures (the most frequently used words in a language); between three and six new target structures each week. We will use these structures in class discussions, stories, and cultural explorations, and you will be expected to recognize them when you read or hear them and, in time, be able to produce them in speech and writing. A variety of reading, writing and speaking exercises will be assigned and topics will include, but are not limited to, school, daily activities, celebrations and travel. Working cooperatively and effectively with peers and as individuals will be important goals throughout the course. The course will explore areas of cultural significance in more depth through novels that take place in Costa Rica, Mexico and the United States. Other important cultural aspects relevant to the topics will also be discussed. Music in the target language will also be used to increase listening comprehension and to study grammar in context. Through cultural exploration, students will become aware of the similarities and differences within the varied Spanish speaking societies.

*Opportunity to demonstrate Self-Management competency.
**Spanish III (Grades 10-12) 1 credit**

Prerequisite: Successful completion of Spanish II

College credit available through Lakes Region Community College, as part of the Running Start program.

This course will emphasize the development of all four skills: listening, speaking, reading and writing as well as more advanced grammatical structures such as the future and conditional tenses and the subjunctive. A variety of reading, writing and speaking exercises will be assigned and topics will include, but are not limited to, discussing professions, describing an injury or illness and giving advice. Students will continue to read increasingly difficult short stories, magazines and newspaper articles. Some novels included are El Viaje Perdido y Viva el Toro! which emphasize the cultures of Spain and Puerto Rico. There will be a continued emphasis on composition and culture. Students will create a classified ad and conduct an interview with a classmate for their job.

*Opportunity to demonstrate Self-Management competency.*

**Spanish IV (Grades 11 and 12) 1 weighted credit**

Prerequisite: Successful completion of Spanish III

(College credit available through Lakes Region Community College, as part of the Running Start Program)

This course will complete the study of Spanish grammar while concentrating on the study of literature. It will concentrate on enhancing language skill competency such that the student will be able: to understand spoken Spanish in various contexts; to express himself/herself in speech and writing in a coherent, fluent and accurate manner; to read newspapers, magazines or literary texts. Students will continue to read increasingly difficult short stories which include advanced grammar topics. Some novels included are: Los Ojos de Carmen and Vida o Muerte en el Cusco. Art will be discussed in more depth and students may have the opportunity to see some of the works of Picasso, Rivera, Goya, and Velazquez at the Museum of Fine Arts in Boston.

An optional study tour to Spain may be offered as an integral part of the Spanish IV/V curriculum. Students participating in this trip are expected to be in good academic standing in all of their classes. Participation is at the discretion of the teacher in consultation with the administration.

*Opportunity to demonstrate Self-Management competency.*

**Spanish V (Grade 12) 1 weighted credit**

Prerequisite: Successful completion of Spanish IV

This course is designed for the advanced Spanish student and will be conducted entirely in Spanish. The four major language skills (reading, writing, speaking and listening) will be practiced daily. Students will continue to increase their cultural awareness by studying the Spanish speaking areas throughout the world and in our own country. Additional emphasis will be placed on reading literature in the target language, which will include short stories, novels, some poetry, magazine and newspaper articles and/or a play. An important part of the curriculum will also include an introduction to Spanish Cinema. Watching movies such as La historia oficial and Voces inocentes will help students increase idiomatic usage and understand native speakers from various regions. Music in the target language will also be used to increase listening comprehension and to study grammar in context. More advanced conversation, both prepared and spontaneous, will be expected and used daily in class and students will pledge to speak only Spanish in the classroom.
An optional educational tour to Spain may be offered as an integral part of the Spanish IV/V curriculum. Students participating in this trip are expected to be in good academic standing in all of their classes. Participation is at the discretion of the teacher in consultation with the administration.

*Opportunity to demonstrate Self-Management competency.

LATIN

Salvēte, amīcī! In studying Latin, you will study the language of the ancient Romans. This is the language of Julius Caesar and the Roman legions, the language that dominated the world for a thousand years during the time of the Roman Empire. It is also the language that gave birth to the Romance languages, and more surprisingly, it's the language that is the source of over 60 percent of the words and even the alphabet that we Americans use today.

Along with learning the Latin language, you will study the history, mythology, and culture of Rome and Greece. Everything from the geography of the Mediterranean area (Where did Daedalus build the Labyrinth?) to the gods and goddesses (Who was Vulcan? What does he have to do with volcanoes?) to the history of Rome (Who was Hannibal, really?) to Greek and Roman literature, art and architecture (Why did the Greeks invade Troy? Who was the greatest Roman writer? What is Roman about the Washington Monument?) is studied during the sequence of Latin courses. In addition, we learn a good deal about the lives and customs of the Romans (their clothes, their schools, their entertainment) as citizens of a large, very cosmopolitan and multicultural metropolis similar to many large cities in our own time.

Students will learn to read, write, and speak Latin. Our emphasis will be on reading and communication in the target language. From simple texts, we move gradually to reading Latin authors in the original, including Caesar and Vergil.

Latin I (Grades 9-12) 1 credit

In Latin I, students study the basics of the Latin language, including pronunciation, reading, writing, and speaking. Specific areas of study include emphasis on a basic vocabulary, the structure of the language, and how words are combined into sentences. Grammar concepts are at the foundation of Latin and, like Latin vocabulary, have a major application to the English language as well as to other languages. Students learn how words change depending on their role in a sentence. This close focus on the structure of the language is helpful in understanding English as well as other languages studied. Latin I will also include study of Roman culture and mythology. We will focus on Roman life (for example, the dress, homes, and entertainment of the ancient Romans), as well as the city of Rome itself, with its Forum, its seven hills, and its amazing buildings such as the Colosseum, the Circus Maximus and the Pantheon. Through readings we will explore the difference in Roman life in various parts of the Empire – Pompeii, Britain, Egypt. In addition we will study Greek and Roman mythology, delving into the world of gods, goddesses, and fantastic stories.

*Opportunity to demonstrate Self-Management competency
Latin II  
(Grades 9-12)  
1 credit

Prerequisite: Successful completion of Latin I.

Latin II will include review of the material previously learned, as well as a deepening of our understanding of the language. In this course, students significantly expand their understanding of complex sentence and narrative structure. As always vocabulary expansion is important, and each new Latin word mastered comes with a host of English words to add to one's vocabulary as well (auspicia – a particularly Roman form of divination gives us inauspicious, and is connected to words like avian). Certain aspects of Roman life, such as religion, magic and superstition, travel and transportation, the Roman army, the city of Rome, and Roman architecture, will be studied in more depth.

*Opportunity to demonstrate Self-Management competency

Latin III  
(Grades 10-12)  
1 credit

Prerequisite: Successful completion of Latin II

In Latin III students will deepen their understanding of the most complicated aspects of the Latin language. While there are few discreet new forms to memorize, the challenge at this level is to develop facility with the subordination inherent in Latin style (a single sentence of Cicero’s writing would routinely cover a paragraph in modern English style). We continue to build vocabulary and familiarity with this style of writing. In this year, we transition toward more texts from the ancient and medieval world without adaptation. We read about many subjects, including animals, monsters and strange peoples imagined by medieval encyclopedists, the political turmoil of the late Roman Republic as portrayed by Eutropius, and much more. We also explore the intricacies of the Roman legal system and learn many Latin terms still used in the legal world today.

*Opportunity to demonstrate Self-Management competency.

Survey of Latin Literature  
(Grades 11 and 12)  
1 weighted credit

Prerequisite: Successful completion of Latin III

Latin authors are famous in their own right, and also as models for many of the great writers of Latin authors are famous in their own right, and also as models for many of the great writers of English. The goal of this course is to acquaint the student with several of the great Latin writers, among them Livy, Cicero, Julius Caesar, Petronius, and Apuleius, Catullus, Vergil and Ovid. We also may study medieval authors like Albertus Magnus, Peter Abelard, and the Goliards. The course is guided by student interests and students will participate in designing the course of study. In the past, study topics have included Classical Philosophy (Stoicism vs Epicureanism), Artifacts & Archaeology, Politics & Scandal in Imperial Rome, the birth of Christianity in the Roman Empire, Caesar's invasion of Britain, and a murder mystery dinner party. The commonality is that each unit of study is grounded in the Latin language at an advanced level.

A field trip to the Egyptian, Greek and Roman collection in the Boston Museum of Fine Arts is frequently offered at this level.

An optional study tour to Rome may be offered as an integral part of the Junior/Senior Latin curriculum. Participation in this trip will be contingent upon the student's Latin grade average (minimum 80%), and will be at the discretion of the teacher.

*Opportunity to demonstrate Self-Management competency.
AP Latin (Grades 11-12) 1 weighted credit

Prerequisite: Successful completion of Latin III and permission of the instructor

The Latin AP course is designed to prepare students for the Advanced Placement test in Latin, set by the College Board. This exam, recently updated, now focuses on selections from Vergil's *Aeneid*, and Caesar's *Gallic War*, which students will translate between September and May.

AP Latin students will prepare and translate the required Latin readings with an accuracy that reflects precise understanding of the Latin in all its details; they also will read and comprehend passages at sight, even if not with full understanding of every detail.

We will also learn about the history, literature, and culture of the ancient Romans. With this in mind, texts have been chosen that will allow students to encounter some of the important people, events, and literary genres of Roman times, focusing on the core periods of the late Republic and the early Principate. Vergil’s *Aeneid*, arguably the most influential work of Latin literature, is both a model of Latin poetic style and a profound meditation on the meaning of Roman history and civilization. Caesar’s *Gallic War*, for generations a standard school text, is still rightly admired both for its pure and straightforward Latinity and for its historical interest, as it engages with controversial issues of war and peace, empire, ethnicity, leadership, and the roles and purposes of historiography. English readings from Vergil’s *Aeneid* and Caesar’s *Gallic War* are also included in the required syllabus in order to put the Latin excerpts in a significant context.

*Opportunity to demonstrate Self-Management competency.*
OTHER EDUCATIONAL PROGRAMS

APPRENTICE PROGRAM (Grades 9-12) 1 credit

The apprentice program is designed to partner Moultonborough Academy Students with local businesses in order to teach students transferable workplace skills. The Apprentice Coordinator will meet with students and employers regularly to assess the placement and to document the student’s skill development. A minimum of five hours per week must be worked at an approved job placement in addition to regular assignments in order to receive credit. Students may get their current job approved as an apprentice site, or they can work with the coordinator to find possible placement.

Past apprentice sites include, but are not limited to; private home construction, child care center, veterinarian, food service, dental office, property maintenance, and masonry.

*Opportunity to demonstrate Self Management competency.

SENIOR SEMINAR (Grade 12) .25 credit

The intent of Senior Seminar is to help graduating students prepare for the change to college or independent living and become more responsible for the choices they make. Topics will include the college application and financial aid processes, studying/note-taking skills, time management, importance of sleep, personal safety (environmental awareness, self-defense skills, sexual assault, smart choices involving drugs and alcohol, social media, pledging/hazing), college resources, nutritional choices, stress management, and college reality (expectations, illness, transitioning, getting involved, etc.). This is a required course for all seniors.

*Opportunity to demonstrate all five cross-cutting competencies

INDEPENDENT STUDY (Grades 9-12) .5 or 1 credit

Students may work with their Guidance Counselor to design and develop Independent Study Classes that meet an area of interest that is not available as a traditional course at MA. In the past, students have earned Independent Study credit for such courses as Dance, Music, Fire science, Art History, and Art Portfolio. Independent Study classes require a Faculty advisor and must be approved in advance.
VIRTUAL LEARNING ACADEMY CHARTER SCHOOL (VLACS)

The Virtual Learning Academy Charter School (VLACS) offers an on-line, flexible alternative for a variety of classes as well as for competency recovery work. VLACS is funded by the state of New Hampshire and is an accredited school that employs NH certified teachers using approved curriculum. The courses offered through VLACS are rigorous and require a high degree of self-motivation and personal responsibility. **All VLACS courses must be approved in advance** of a student registering if the course is being taken for credit at MA.

MA students should expect to be scheduled into the ILC at least one period per day to work on their VLACS class. Credit is generally only granted for courses that are not offered at MA, courses that are being taken for credit recovery, or courses that do not fit the student's schedule. VLACS offers rolling enrollment throughout the school year. Students interested in pursuing this program should speak first with their guidance counselor.

INDEPENDENT LEARNING CENTER

The Independent Learning Center is a directed study center open to all Moultonborough Academy students in grades 7 through 12. ILC staff members actively assist students who are academically at-risk for failure, but are also available for students with a variety of individual educational needs. Students may be scheduled to the ILC to take an enrichment course through an on-line source such as the Virtual Learning Academy. Students may work on Extended Learning Opportunities, or Credit Recovery in the ILC. In addition, there is a program to prepare students for the HiSET (formerly the GED) test so they may earn high school graduation equivalency. The staff endeavors to maintain a quiet, comfortable, and positive atmosphere for learning in the ILC. Students may access the ILC during their PAWS block or can attend after school on Tuesdays, and Thursdays from 2:40 until 4:00pm (late bus is available). Please contact Mr. Rollins with any questions regarding the Independent Learning Center.

SPECIAL SERVICES (School Board Policy IHBA)

Some children encounter special learning needs, which require individual help in order for them to fulfill their educational potential. State and Federal laws prescribe that these children be identified, referred by their parents or teachers, evaluated and provided with an Individual Education Plan. The IEP describes what skills are to be taught and the methods and materials to be used for accomplishing educational goals. Each step in the identification and planning process requires and encourages parental involvement. Our special needs program is comprehensive and incorporates related services such as speech therapy, counseling and physical or occupational therapy. It is the responsibility and the intent of the District to provide special needs students with a “free appropriate publication education in the least restrictive environment.”

If you have specific questions or concerns regarding your child, we encourage you to speak first with your child’s teacher. Ryan Marsh, our Director of Pupil Personnel Services, is also available to answer questions about special programs and services.
The Moultonborough School District proposes to work for the elimination of barriers that prevent full access to equal educational opportunities for all children and to provide educational leadership in eliminating discrimination against any segment of our school community. More specifically, we would like to reaffirm our commitment not to discriminate on the basis of sex in the programs and activities which we operate.

A. Definition
1. A Grievance means an alleged violation, misinterpretation or misapplication of Title IX provisions.

2. A Grievance to be considered under this procedure must be initiated in writing by the grievant within ten (10) school days of its occurrence or from the time the grievant should have known of its occurrence. Any matter which, according to law, is beyond the scope of the Board’s authority, is not subject to this procedure. Failure to communicate the decision on a grievance within the specified time limits shall permit the grievant to proceed to the next step within the specified time limits shall be deemed a waiver of future appeal of the decision, and will be considered acceptance of the last decision rendered. No reprisals of any kind will be taken by the District against any party in interest of other participant in the grievance procedure. Any party in interest may be represented by counsel.

Procedure:
Step 1: Any grievant who has a Title IX grievance shall discuss it with the designated district representative in an attempt to resolve the matter mutually at that time.

a) It shall be the district grievance representative’s responsibility to impartially investigate the complaint and deliver findings to the grievant, Superintendent and Principal within ten (10) school days. The representative, if finding the favor of the grievant, shall make recommendations for remediation to the Superintendent of Schools. In the event that the Superintendent concurs with the recommendation(s), he/she shall make every effort to implement said recommendations. If the Superintendent does not concur with the recommendation(s), he/she shall so advise the grievant within ten (10) school days of the time he/she received said recommendations from the district grievance representative.

Step 2: If the grievant is not satisfied with the decision, he/she may appeal or re-appeal the decision to the Superintendent of Schools within ten (10) school days after the receipt of the decisions of the district grievance representative. The appeal should be in writing and must specify:

a) The nature of the grievance, i.e., the specific provisions of Title IX, which have been violated or misinterpreted or misapplied.
b) The injury and the loss which is claimed.
c) The remedies sought.

The Superintendent of Schools shall investigate the matter and communicate the decision in writing to the grievant within ten (10) school days from receipt of the written grievance.

Step 3: If the grievant is not satisfied with the decision, he/she may appeal his/her grievance to the school board in writing within ten (10) school days after the receipt of the Superintendent’s decision. The school board shall investigate the grievance and render a decision in writing within twenty (20) school days after the receipt of the appeal to that level. The school board may assign a subcommittee to investigate, but the final decision must be made by the Board.

DISTRICT GRIEVANCE REPRESENTATIVES:
The District Grievance Representatives for the Moultonborough School District are Ryan Marsh, Special Education Director, and Lindsay Bliznik, MA teacher.

This public notice is intended to be in compliance with section 86.9 of the Title IX Education Amendment of 1972.