
Maranacook Community High School



Program of Studies 2015 – 2016 (9th Grade)

Maranacook Community High School
2250 Millard Harrison Drive, Readfield, ME 04355
Telephone: 685-4923 Fax: 685-9597

DIRECTORY

Principal.....	Dwayne Conway.....	ext. 1022
Student Services Director.....	Al MacGregor.....	ext. 1045
Guidance Counselor, (last names A-J).....	Kristen Levesque.....	ext. 1040
Guidance Counselor, (last names K-Z).....	Sara Chisholm.....	ext. 1048
Dean of Students, gr. 9-10.....	Pat Stanton.....	ext. 1070
Dean of Students, gr. 11-12.....	Steve DeAngelis.....	ext. 1016
Alternative School.....	Michael Dennett.....	ext. 1082

Guidance Services

The school counselors provide counseling programs in three domains: academic achievement, career planning, and personal/social development. Our services help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction. An effective counseling program is important to our school climate and crucial element in improving student achievement and well-being. Above all, school counselors are student advocates who consult and collaborate with teachers, administrators, and families to help students be successful.

The Guidance office is available to assist students in making course selections and career and post-secondary plans. Students and parents are encouraged to make an appointment to discuss any concerns with one of the school counselors.

Maranacook Schedule

Maranacook’s schedule is a block schedule based on alternating Black and Gold days with periods 1,2,3,4. The school day is from 8:00 a.m. to 2:30 p.m.

Report Card & Progress Reports

A computer-generated report card is mailed each semester. The district uses PowerGrade as its electronic grading system. Grades can be accessed by staff, students and parents via the Web throughout the school year. Please contact the front office for assistance with passwords and logins.

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Courses in this Program of Studies will be offered depending on enrollment and budgetary support.

COURSE SELECTION INFORMATION

The academic program at Maranacook Community School includes a wide variety of courses. The courses students take in high school affect their options when they graduate. For this reason, we promote a four-year perspective on course selection for students and strongly encourage parental involvement. Parents and students should work with advisors and the guidance office to plan a four-year sequence of courses. We encourage parents and students to take the following steps in doing this:

1. **Review the student's present and past academic record.** List this information on a "Program Planning Worksheet" before reading this booklet. Get this form from your advisor or guidance counselor. The guidance office also has your transcript, which you will need to complete the form.
2. **Develop the student's future goals.** These could include a four-year college program, a two-year college program, military enlistment, certificate program, or employment following graduation. For each of these options there is a range of course requirements. To help you, Maranacook's courses have been sorted into four guides. You will find a description of each guide with sample courses in this booklet.
3. **Decide which plan the student should follow.** Do this by comparing the information in steps 1 and 2. Then answer some questions:
 - A. Which plan will best meet the student's goals?
 - B. Does the student's present and past academic record support this plan? If the answer is no, then either change the goal, or add extra or stronger courses.
4. **Read the course descriptions in this booklet.** Select courses for the coming year that are in that plan. Be sure to consider School Committee graduation requirements listed below:

The school's aim: To encourage students to select the most challenging sequence of courses that will prepare them to reach their goals. Advisors and guidance counselors are available to aid students and parents with each step outlined above. Developing a program of studies for high school can be exciting. We want to assist in any way we can.

Middle School Students taking high school courses will receive credit for the course at both the middle school and the high school. The course name, grade, and credit received will show on their high school transcript but will not be included in the class rank or GPA.

Permission to Drop a Course:

Each student is expected to carry a minimum of 6 courses or the equivalent each semester. Once a course is elected, the student is expected to complete it. However, a limited add/drop period of 5 days is held at the beginning of each semester. To add or drop a course after the add/drop period, a special form must be secured from the guidance counselor, filled in, and signed by student, parent, subject teacher, advisor, Dept. Leader, and counselor. ***Courses may only be dropped within the first four weeks of each semester.*** Exceptions may be requested in extreme circumstances through the guidance counselor, and approval may ultimately be granted by an administrator.

CURRICULUM REQUIREMENTS

The RSU#38 School Committee believes that in order to assure the students at Maranacook Community School are better prepared to meet the challenges of society today and tomorrow, it is important that the school maintain a high level of expectations. The School Committee intends that the credit requirements established in this policy be considered the minimum; staff and parents should encourage and challenge students to exceed the minimum.

- A. Each student is required to take six (6) full courses each semester. Seniors may elect to do a Senior Project as their sixth class.
- B. With prior approval, students may earn a half credit toward graduation for each diploma course taken in the Adult Education Diploma Program. This procedure is referred to as "concurrences" and requires approval of the Guidance Counselor, Adult Education Director, Superintendent, and School Committee or their designee.
- C. All students are required to earn twenty-two credits to receive a diploma and participate in the graduation exercises.
- D. Seniors who correct any deficiencies by the end of the first full semester following the graduation date may receive their original diploma.
- E. Required credits for graduation MUST include:

Subject	Credits	Subject	Credits
English	4	Fine Arts	1
Mathematics	4	Physical Education	1½
Science	4	Technology Elective	½
Social Studies*	3	Electives	1.5
Health	½	Foreign Lang.	2

*Social Studies credits must include Global Explorations, World History and US History.

Students may request additional coursework in specific subject areas to meet elective requirements, provided all recommended prior coursework has been satisfactorily completed. Students must meet the standards of the Maine Learning Results in addition to the specific credit requirements listed above. Any substitution or exception to the requirements for graduation will require the recommendations of the advisor, Guidance Counselor, and the Principal.

MARANACOOK COMMUNITY HIGH SCHOOL



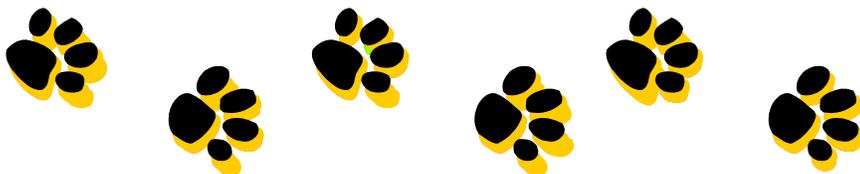
CORE VALUES AND BELIEFS STATEMENT

AND

STUDENT EXPECTATIONS FOR LEARNING

The purpose of Maranacook Community High School is to create an environment where every individual can flourish academically and socially. Through respect, knowledge, and responsibility, the school community promotes character building, 21st century skill development, and personal fulfillment.

- Students will be responsible, trustworthy, and honest citizens and be effective, fair, ethical, and skilled collaborators.
- Students will be clear and effective communicators.
-
- Students will be creative and innovative learners.
- Students will be active, engaged, and motivated learners.
- Students will be rational, explorative, and creative problem solvers.



ENGLISH LANGUAGE ARTS

Sometimes students ask, “I already know English. Why do I have to take it?” The study of English involves more than merely speaking the language well. English classes provide skills that allow us the opportunity to define who we are by expressing our thoughts and feelings in writing with clarity and grace. We are also invited to share those aspects of ourselves with others, and connect with the experiences of a wide variety of people, times, and places through reading. As we begin to understand and appreciate the complexity and uniqueness of other individuals through the study of our own English language, we better understand and appreciate ourselves. Recommendations for appropriate course level (Honors, College Prep, or Applied) are made prior to registration.

The **Honors** courses are for students who choose to work at an accelerated pace and pursue in-depth study. Students in these courses read more difficult material, apply more abstract concepts and work at a faster pace. Extensive writing, student responsibility and initiative, absolute deadlines, and assessments are emphasized. Prior summer reading and writing are required for entering these classes. At this level, students are expected to read 20-30 pages for homework independently as well as completing all homework assignments regularly. Class work will include daily readings, writing assignments, vocabulary work, journals, and discussions.

The **College Prep** courses help students master the language and composition skills needed to write clearly and effectively. In addition, students study literature and become familiar with various literary genres. As in all English courses, an effort is made to improve each student’s reading, writing, and thinking skills.

ENGLISH 9 Honors, College Prep

This course reinforces and strengthens students’ language, composition and research skills. It is also a survey of various literary types such as novels, short stories, drama, and poetry. Students in Honors English 9 must complete summer reading and writing and be prepared for discussion the first day of class. The English department will provide the books for students. 1 English credit

MATHEMATICS

HS ALGEBRA 1 Grade 9 Pre-requisite: Mastery of 8th grade standards

This course builds upon the 8th grade Common Core Standards for Algebra. The units will deepen and extend understanding of linear, quadratic and exponential relationships. Emphasis will be on interpreting structure of expressions, performing arithmetic operations on polynomials, creating equations that describe numbers or relationships, solving equations as a process of reasoning and explaining the reasoning, solving equations and inequalities in one variable, representing and solving equations and inequalities graphically, understanding the concept of a function and use function notation, interpreting functions that arise in application in terms of the context, and interpret linear and models. 1 Mathematics credit

HS ALGEBRA 1 APPLIED Grade 10 Pre-requisite: Mastery of 8th Algebra standards

This course builds upon 8th grade Common Core Standards for Algebra. It is designed for the student who is in the lower quartile of standardized scores and requires a small-class learning environment. Emphasis will be on interpreting structure of expressions, performing arithmetic operations on polynomials, creating equations that describe numbers or relationships, solving equations as a process of reasoning and explaining the reasoning, solving equations and inequalities in one variable, representing and solving equations and inequalities graphically, understanding the concept of a function and use function notation, interpreting functions that arise in application in terms of the context, and interpret linear and models. 1 Mathematics credit

HIGH SCHOOL ALGEBRA I CP Grades 9–10 Prereq: Recommendation of Instructor

This course is the first course in high school algebra as outlined in the common core math standards. Topics include relationships between quantities and reasoning with equations and their graphs; descriptive statistics; linear and exponential functions; polynomial and quadratic expressions, equations, and functions; and a synthesis of modeling with equations and functions. 1 Mathematics credit

HONORS ALGEBRA 1 Grade 9 Prereq: Permission of Dept. Leader/Algebra 1

This course is the first course in the honors level high school algebra curriculum as outlined in the common core math standards. Topics include relationships between quantities and reasoning with equations and their graphs; descriptive statistics; linear

and exponential functions; polynomial and quadratic expressions, equations, and functions; and a synthesis of modeling with equations and functions. These topics will be covered in greater depth and at a faster pace than High School Algebra 1 CP.

1 Mathematics credit

SCIENCE

EARTH SYSTEMS Grade 9 **Honors, College Prep, Applied**

Prereq: Recommendation of Instructor

Earth Systems Science is designed to provide the foundation for further rigorous study in Biology, Chemistry and Physics. Through the study of Earth Systems Science, students learn about the principles and practices of Earth Science and Chemistry. The course focuses on energy, change, cycles, development of ideas and how these are modeled in both earth systems and chemistry. Using an inquiry based, problem solving model the course supports and encourages the development of a scientifically literate student who will be able to make accurate observations, develop and test theories, evaluate alternatives, and make informed decisions on scientific, technological and environmental issues.

1 Science credit

SOCIAL STUDIES

The discipline of social studies is important for all students. Social studies moves far beyond facts and dates; social studies classes explore the basic human rights and diversity of cultures in our own and other countries. Through the disciplines of social studies students will gain a better understanding of the present by looking at the past. Major themes of human rights, cultural diversity, and understanding our modern world are relevant to all students. Whether students plan to enter college or the business world after graduation, they will find that these topics are major issues that must be confronted and understood to become a good citizen in their community.

GLOBAL EXPLORATIONS IN HISTORY, GEOGRAPHY, AND ECONOMICS **Honors, College Prep, Applied** Grade 9

Prereq: Recommendation of Instructor

All students entering ninth grade at Maranacook are required to take Global Explorations. This is a course that is designed to expose students to many of the concepts and skills they will be using in Social Studies throughout their time at Maranacook, as well as broaden their understanding of the world. Students will learn about physical and human geography, including world cultures and global economics, through broad introduction of concepts and application through the study of a particular country in the world. The class addresses Learning Results Standards in Research Skills, Geography, and Economics. Students must pass this course for graduation.

1 Global Explorations/Social Studies credit

SOCIAL STUDIES ELECTIVES

LIVING HISTORY (19TH CENTURY) An Independent Study (with recommendation of Dept. Leader) Grades 9–12 Semester

This course involves an in-depth study of the post Civil War period in rural America. Students will learn first-hand about life during this period during a total involvement experience at the Morrill Farm. For four days and three nights the students (and teacher) will be members of a 19th century farm family doing daily work, enjoying social events and being influenced by the economics and customs of the 1870's. A pre-visit paper on rural life in Maine in the 19th Century is required. Students will conduct research in primary source documents to prepare for a presentation on both an individual and group basis. Each student will also keep a journal while at the Morrill Farm and complete two research papers following the live-in. The teacher will meet with the students on both an independent and group basis.

½ elective credit

Teen Issues

Grades 11 – 12

Prereq: None

It's not easy being a teenager in today's world. From depression and eating disorders to bullying and cutting, teens grapple with a wide range of issues as they grow and develop. On the other hand there is much for teens to celebrate as they explore new learning opportunities in topics not always addressed in course work, or find creative expression in the arts. In this service learning course students will drive the development and delivery of the annual Teen Issues program at Maranacook. Students will collaborate to identify topics for the program, secure workshops and presenters, plan engaging assemblies to kick off and close the program, and evaluate the event. Our goal is to provide students the opportunity to apply collaboration, communication, and problem solving skills to serve the whole school community.

CHAMBER SINGERS Grades 9-12 Year Prereq: Permission of Instructor
This is a small, vocally balanced group of singers. Students learn the skills and techniques of singing and staging performances. The variety of music used in this course may include Broadway, Popular, Classical, Folk and Traditional pieces. Public performances are required. This class meets every other morning before school. ½ Fine Arts credit

AMERICAN MUSIC SINCE 1900 – FROM BLUES TO HIP HOP Grades 9-12 Semester Prereq: None
This course offers an opportunity to enhance your enjoyment and skills as a listener no matter which music you like. We'll explore the historical and cultural elements of Western music that give it meaning and drive its evolution. The focus will be on 20th & 21st Century music of America, including the growth of Blues, Jazz, Rock and Roll and contemporary styles such as Rap and Hip Hop. You will develop new skills in listening, speaking, researching, writing about and understanding music as we explore a fascinating aspect of American life. ½ Fine Arts credit

MUSIC THEORY Grades 9-12 Semester Prereq: None
Music theory is a semester course taking a student from the very beginning of reading music to a point where he or she can read musical scores, write melodies, or arrange a selection for small groups of instruments or voices. The first semester focuses on notation of pitch and rhythm, scales, chords, keys, etc. The second semester builds on that foundation to allow a student to create compositions, arrange music, or to analyze others' works. Students may take both semesters even if they already have some music reading skills since much of the work is done independently at the individual's own pace. ½ Fine arts credit

GUITAR: BEGINNER TO INTERMEDIATE Grades 9-12 Semester Prereq: None
This course is designed for the student who has limited to intermediate musical experience, and who has the interest in learning the basics of music and of playing guitar. The class will serve as an introduction to the guitar, music notation and TAB reading, music theory, music history, and songwriting. The class focuses on helping the student with different levels of musical training, develop a basic understanding of music through learning how to play the guitar at a beginning/intermediate level by working individually and as an ensemble on various songs in a variety of genres. Students are encouraged to provide their own (acoustic) guitar however the school may provide one when needed. ½ Fine Arts credit

MODERN AND CLASSICAL LANGUAGES

In today's global economy it is imperative that America's work force understand other cultures and languages in order to compete. Studying a foreign language not only exposes students to diverse cultures and expands their understanding of our world, but it also helps students to better understand their own language and how it works.

Due to the scaffolded nature of language acquisition, students must average at least 77% for the year for advancement to the next level of language.

If a student fails semester 1 of a language they will be removed from the course for semester 2. The student may repeat the course the following year.

FRENCH

FRENCH I Grades 9-12 Prereq: None
First-year French introduces beginning language students to French language and culture. Students develop basic proficiency in listening, speaking, reading and writing. 1 elective credit

FRENCH II Grades 9-12 Prereq: French I
This course is a continuation of French I. It will expand upon previously acquired skills, vocabulary and cultural knowledge. Students will continue to work to develop their understanding of the structures of the language through conversation, reading, writing and listening. There will be more emphasis on longer blocks of language and students will be expected to speak and write using more complicated grammatical structures. 1 elective credit

GERMAN

GERMAN I Grades 9-12

This is an introductory course, which emphasizes the development of listening, speaking, reading and writing skills. The importance of practical vocabulary will be stressed. Basic language structures will be introduced. Culture will be presented through a variety of activities and projects.

Prereq: None

1 elective credit

GERMAN II Grades 9-12

In this second year language course, continued emphasis is placed on the development of speaking, vocabulary development, reading and writing. Using the past tense and understanding sentence structure will be emphasized. Culture is incorporated into all lessons. Students take the National AATG Level 3 Language exam to assess competency.

Prereq: German I

1 elective credit

SPANISH

At all levels of language study, current events, historical influences, and geographical influences are discussed.

SPANISH I Grades 9-12

This first year course introduces the beginning language student to Spanish language and culture and includes the basic skills of speaking, reading, writing and listening. The course places special emphasis on developing conversational skills. Students do this by learning conventional patterns and listening to actual dialogue. The first year stresses basic Spanish grammar and writing skills.

Prereq: None

1 elective credit

SPANISH II Grades 9-12

This course builds on the skills of Spanish I. It places more emphasis on the development of reading skills through articles and short stories. Students learn more advanced grammatical concepts. This enables the student to write short passages in Spanish. Conversational skills are developed more fully. Students are encouraged to speak in Spanish.

Prereq: Spanish I

1 elective credit

CAREER PREPARATION

An important part of the school's task in education is to help students develop the habits and skills they need to be successful in the workplace. Within the last few years, Maranacook has expanded its school to work options by offering new programs that help to prepare students for the eventual transition into a satisfying career. These offerings, along with our Work Experience programs, connect our students to the reality of careers after high school.

TECHNOLOGY

TECHNOLOGY AND CAREER EXPLORATION Grade 9 Semester

Students will learn useful and practical applications including word processing, spreadsheets, presentations and desktop publishing. They will create many multi-media projects integrated within other Freshman classes. Emphasis will also be placed on Career Exploration and technology skills to prepare for the world beyond school.

Prereq: None

½ Computer credit

INDUSTRIAL ARTS

INTRODUCTION TO INDUSTRIAL ARTS Grades 9 – 12

In this course students explore the appropriate use of tools and materials. Students study introductory woodworking, metalworking and technical drawing. The course focuses on the importance & practice of safety, planning and completion.

Prereq: None

1 elective credit

ADDITIONAL ELECTIVES

WORK EXPERIENCE Grades 9 – 12 Semester/Year

Students may participate in a variety of work experiences at school by assisting teachers, including teachers at the middle school, assisting in the office, library or in the food service program. The application forms are available in the guidance office. Credit is awarded by semester. Students may participate in this activity in addition to enrolling in the six required courses.

Prereq: Permission of Guidance Counselor

½ elective credit/1 elective credit

ALTERNATIVE

The Alternative School offers an alternative form of learning that transforms the nature of a high school education for students involved. It provides students with the skills and experience needed to discover their unique strengths, connect with the community, learn personal responsibility, and effectively contribute to their school. For the Alternative School application (required), please see high school guidance.

SPECIAL EDUCATION

What does Special Education look like at Maranacook Community High School? The high school Special Education programs are an integral part of our educational approach to provide each student the opportunity and support necessary to learn in the least restrictive, and most supportive, educational environment. The high school offers a continuum of services, which include the Learning Center and the Transitional Skills Program. The Learning Center provides support through a structured study hall approach, which assists students in accessing their regular education courses, as well as developing organizational and study skills. In addition, it provides remedial direct instruction in developing reading and writing skills. The Transitional Skills Program provides instruction and practice in functional living skills, including utilizing community resources and supports in addition to career exploration through work experiences.

All of the programs offered at the high school use the inclusion model of education, whenever possible. This approach to education would not be successful without the wonderful group of highly qualified and supportive educational technicians, teachers, staff and administrators, who provide support in and out of regular education classes and to special educators. This approach also mirrors the Maranacook Community High Schools mission statement, which promotes the belief that every individual can flourish academically and socially, according to his or her ability.

The Special Education departments in both the high school and middle school work closely to help ensure a seamless transition from the middle school setting to the high school community, where the focus becomes post-secondary planning. Participation in these programs is determined through the Individual Education Plan (IEP) process.