

# **Maranacook Community High School**



**Program of Studies 2017 – 2018 (9<sup>th</sup> Grade)**

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

**DIRECTORY**

Principal.....	Dwayne Conway.....	ext. 1022
Assistant Principal.....	Kristen Levesque.....	ext.1040
Student Services Director.....	Al MacGregor.....	ext. 1045
Guidance Counselor, (last names A-J).....	Kim Radley.....	ext. 1070
Guidance Counselor, (last names K-Z).....	Sara Chisholm.....	ext. 1048
Alternative School.....	Will Malsbury.....	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.

**TABLE OF CONTENTS**

	<u>Page</u>
Course Selection Information.....	3
Curriculum and Graduation Requirements.....	3
MCHS Core Values.....	4
English Language Arts.....	5
Mathematics.....	5
Science.....	6
Social Studies.....	6
Health and P.E.....	6
Fine Arts.....	7-8
Modern and Classical Languages.....	8
Career Preparation.....	9
Additional Electives.....	9
Special Education.....	9
Appendix A – School Wide Rubrics	

\*\*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.

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, 21<sup>st</sup> 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. All students are assessed on the same reading and writing standards. 1 English credit

### WRITING CENTER TUTOR

Grades 9-12

Prerequisite: Teacher permission/application

The Maranacook Writing Center serves both students and staff in order to further a culture of writing in our school and community. We promote writing to learn, writing across the curriculum, and preparing students for writing and learning throughout their academic careers and beyond. We support writers through a writer centered, process oriented approach, centered around talking to writers about writing.

As part of this course, students work as tutors in the Maranacook Writing Center. Tutors will receive training in how to conference with writers, address common writing issues, and build our writing community. Students should expect to participate in groups meeting and trainings as well as work at designated times in the writing center. Receiving credit is contingent on working in the writing center for required number of hours and attending trainings.

Working in the writing center provides opportunities for students to help and support others, which in turn will improve and support their own writing. Students will develop skills in critical listening and thinking, group collaboration, and writing.

**\*\*This could run either as a year or semester course. Students could tutor for a full year, earning one elective credit, or for a semester, earning half a credit.**

## MATHEMATICS

**Middle school and high school teachers review each student’s mastery of common core standards as shown in common assessments, NWEA scores, and recommendations from current teachers in order to place all students in a math class where they are challenged and likely to be successful.**

**TRANSITIONS TO ALGEBRA**

Grade 9

*Pre-requisite: Mastery of 7<sup>th</sup> grade math standards*

The goal of this class is to prepare the student for high school level algebra 1. It is designed to address prerequisite skills and habits of mind students need to succeed in high school algebra by developing mastery of 8<sup>th</sup> grade Common Core algebra standards. Topics covered will include rational numbers and operations, distributive property, linear equations, inequalities, ratio and proportional relationships, functions, systems of equations, graphing, exponents, factoring polynomials, quadratics, word problems and mathematical language.

1 Mathematics credit

**HS ALGEBRA 1 PART 1**

Grade 9-12

*Pre-requisite: Mastery of 8<sup>th</sup> grade math standards*

This course builds upon 8<sup>th</sup> grade Common Core Standards for Algebra and is the first year of a two-year Algebra 1 program. 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 exponential models.

1 Mathematics credit

**HS ALGEBRA 1**

Grade 9 -12

*Pre-requisite: Mastery of 8<sup>th</sup> grade math standards*

This course builds upon the 8<sup>th</sup> 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 exponential models.

1 Mathematics credit

**HONORS ALGEBRA 1**

Grade 9

*Prereq: Mastery of 8<sup>th</sup> grade math standards*

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

**HONORS GEOMETRY**

Grades 9-10

*Prereq: Algebra I*

Honors Geometry prepares students to use mathematics effectively in today's world and promotes independent thinking and learning. This is done through an extensive study of Euclidean Geometry, expanding a student's capacity to solve problems both intuitively and analytically and broadening mathematical skills acquired in previous courses. The topics covered are points, lines, angles, planes, definitions, polygons, circles, congruence, similarity, measurement, volume and surface area of solids, and 3-dimensional figures.

1 Mathematics credit

**PROBLEM SOLVING**

Grade 9-12

*Prerequisite: None*

Problem Solving is a half period (full year) class that runs in conjunction with the Math Team. Students will learn about, and practice how to solve, problems from a plethora of categories in the high school curriculum. In addition to helping students prepare for the math team meets, the topics learned in this course will help students prepare for: standardized tests (such as the SAT), math they will encounter in college, learning how to go about solving problems.

Topics covered in this course include: Arithmetic with "\*" operations, Inequalities and Absolute Values, Matrices, Determinants, and Systems of Equations, Number Theory, Geometric Similarities, Arithmetic with Ratio and Proportion, Series and Sequences, Counting Principles and Binomial Theorem, Polynomials, Areas and Volumes, Probability, Exponents and Radicals, Lines, Angles, and

Polygons, Complex Numbers, Arithmetic with Percent, Arithmetic with Literal Equations, Logs and Log Equations, Linear Coordinate Geometry, Functions, Trigonometric Mechanics, Algebraic Fractions with Factoring, Trigonometric Equations and Identities, Circles and Spheres, Conics, Arithmetic with Statistics. Must be taken in addition to the 6 class requirement.

Full year .5 elective credit

## SCIENCE

### EARTH SYSTEMS

Grade 9

*Prereq: Recommendation of Instructor*

#### Honors, College Prep, Applied

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

Grade 9

#### Honors, College Prep, Applied

*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. Students will broaden their understanding of the world by learning about physical and human geography, including world cultures and global economics. The class addresses Learning Results Standards in Research Skills, Geography, and Economics. Students must pass this course for graduation.

1 Social Studies credit

## SOCIAL STUDIES ELECTIVES

### LIVING HISTORY (19TH CENTURY) An Independent Study Semester

Grades 9–12

*(with recommendation of Dept. Leader)*

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 19<sup>th</sup> 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

### HUMANITIES COURSE

Grades 9 -12

Prereq: None

Interdisciplinary class with Social Studies and English. This course will explore different places around the world and the current social issues plaguing them. From Malala Yousafzai who was persecuted by the Taliban for daring to speak out for women's rights to education, to Jazz Jennings, a transgender teen in the United States dealing with social norms and misconceptions about gender.

Students will learn about the slave trade in India through the fictionalized journey of Lakshmi and about racial tension and immigration from the fabricated Nigerian immigrant Ifemelu. This course will explore the idea of speaking out in the face of hardships and making a stand for what you believe in.

1 elective credit

## **PHYSICAL EDUCATION**

Students will need to take Intro to P.E and then will get to pick two electives to take. Students can take as many PE classes as they want after they have met their requirement.

### **Intro To P.E**

Grade 9 Semester

Prereq: None

This is a semester class. This course is designed to provide instruction and opportunity for students to increase motor skill competency, improve social interaction, and participate in a variety of fitness activities over an extended period of time. In this class students will participate in Ultimate Frisbee, Team Sports, Badminton, Pickleball, Gym Games, and Fitness Components.

1/2 Physical Education credit

## **VISUAL AND PERFORMING ARTS**

Any one-year art or music course, or a combination of two semester courses may be used to fulfill the Fine Arts requirement.

### **ART**

Art is a universal language. It provides visual information about individuals, society, and cultures. There are no right or wrong answers in art, only tools, techniques, and opportunities for creative self-expression. The following art courses provide the environment, the materials, and the expertise to challenge your aesthetic senses and allow you to communicate visually.

#### **INTRO TO ART**

Grades 9-12

This is a year long class. This course is a survey of a variety of art-making processes. Students will study elements of art and principles of design through many mediums that include drawing with ink and pencil, painting, collage, printmaking, creation of altered books, basketry, sculptural projects, and tapestry weaving. They will also study the art of world cultures and historically significant artists.

1 Fine Arts credit

#### **THEATER AND DRAMA**

Grades 9, 10, 11, 12

This semester-long foundational class is designed for students with little or no theater experience, and helps students enjoy and appreciate all aspects of theater. Classwork focuses on the exploration of dramatic literature, performance, and historical and cultural connections. Students should expect to participate in improvisation, creative dramatics, pantomime, monologue, as well as a bit of research, reading, and writing. Theater and Drama provides opportunities for students to develop skills in critical listening and thinking, as well as stage presence, group collaboration, and development of 21st-century skills that will help students be successful after high school graduation.

.5 Fine Arts Credit

### **MUSIC**

The study of music is a valued and integral part of education. Our goal is to enrich our students' lives through music; to increase their knowledge of music and to guide them toward a lifelong understanding and love for music. Music teaches us that not all aspects of life are definable; and that every question does not have one right answer. Every student should experience a feeling of pride and success in some musical endeavor whether (s)he plays an instrument, sings or learns to appreciate different kinds of music.

**CONCERT BAND**

Grades 9-12

*Prereq: None*

This is a performance-based course in which students are involved in solo, ensemble, and full band performances. Students will receive individual, sectional and full band instruction. They will explore a wide variety of musical styles including Jazz, Popular, Classical, Folk and Traditional. Individual progress as well as group participation is emphasized. Scheduled public performances are a required component of this course.

1 Fine Arts credit

**JAZZ BAND**

Grades 9-12

*Prereq: Permission of Instructor*

Year

This is a course for a select group of students of brass, woodwind and rhythm instruments. They will study and perform different styles of jazz and contemporary music. Scheduled public performances are a required component of this course. This class meets every other morning before school.

 $\frac{1}{2}$  Fine Arts credit**CONCERT CHORUS**

Semester or Year

Grades 9-12

*Prereq: None*

This course is open to any student regardless of musical background. Students learn techniques of singing and reading music through the performance of a variety of music that may include popular, classic, folk, rock and traditional pieces. Public performances are required. This class meets on a regular class schedule.

1 Fine Arts credit

**CHAMBER SINGERS**

Year

Grades 9-12

*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.

1 Fine Arts credit

**HISTORY OF ROCK AND ROLL**

Year

Grades 9-12

*Prereq: None*

TBA from Drew Albert

 $\frac{1}{2}$  Fine Arts credit**INTRO TO PIANO**

Semester

Grades 9-12

*Prereq: None*

TBA from Drew Albert

**MUSIC THEORY**

Semester

Grades 9-12

*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.

 $\frac{1}{2}$  Fine arts credit**INTRO TO GUITAR: BEGINNER**

Semester

Grades 9-12

*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.

 $\frac{1}{2}$  Fine Arts credit

## **INTERMEDIATE GUITAR**

Semester

Grades 9-12

*Prereq: Permission of Instructor*

This course is designed for the student who has 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 workforce 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 Culture and Conversation 1 & 2**

**Grades 9 - 12**

This is a CP level French course designed for students who need two years of language study for college, but who do not necessarily intend to continue with French. Rather than spending lots of energy laying the grammatical groundwork for more advanced levels, this course focuses its efforts on spoken and written fluency, and a deeper understanding of French and American culture. A practical use of French will be emphasized so that these students leave with a lasting memory of French culture and practical language. Students are expected to reach an ACTFL proficiency level of N3 by the end of their second year.

### **Honors French 1 / UMA FRE 101, 4 credits**

**Grades 9 - 12**



This is an honors level course that offers dual enrollment in UMA. It is a 4-credit college course taught in French. Speaking, listening, writing and reading will be equally stressed. The course is meant to be a preparation for UMA 102. This course is open to anyone ready to begin a study of French with the goal of becoming a proficient speaker and writer. French and Francophone cultures and cultural influence will be discussed throughout the course. Students are expected to reach an ACTFL proficiency level of N4.

### **Honors French 2 / UMA FRE 102, 4 credits**

*Prerequisite: UMA FRE 101*



This is an honors level course that offers dual enrollment in UMA. It is a 4-credit college course taught in French. Speaking, listening, writing and reading will be equally stressed. The course is meant to be a preparation for UMA 203. French and Francophone cultures and cultural influence will be discussed throughout the course. Students are expected to reach an ACTFL proficiency level of I1.

### **Honors French 3 / UMA FRE 203, 4 credits**

*Prerequisite: UMA FRE 102*



This is an honors level course that offers dual enrollment in UMA. It is an intermediate 4-credit college course taught in French. Speaking, listening, writing and reading will be equally stressed. The course is meant to be a preparation for UMA 204. French and Francophone cultures and cultural influence will be discussed throughout the course. Students are expected to reach an ACTFL proficiency level of I2.

## Honors French 4 / UMA FRE 204, 4 credits

*Prerequisite: UMA FRE 200*



This is an honors level course that offers dual enrollment in UMA. It is an intermediate 4-credit college course taught in French. Speaking, listening, writing and reading will be equally stressed. The course is designed so that the literature we read correlates to the grammar found in the textbook. Students are expected to reach an ACTFL proficiency level of I3.

## University of Maine at Augusta



### Minor in French: Language & Culture Track

#### College of Arts & Sciences

Minor requirements: 20 credits

Course Requirements (16 credit hours):

FRE 101 (honors 1) (4)

FRE 102 (honors 2) (4)

FRE 203 (honors 3) (4)

FRE 204 (honors 4) (4)

Experiential Electives

FRE 202 (1) Intermediate French Immersion weekend, last weekend in September: “le français dans le bois”

One of the following electives (3 credit hours)

FRE 394 (exchange trip OR service learning, teaching French to elementary kids) (3)

OR

FRE 340, Francophone Literature, online (3)

OR

HUM 350W Franco-Americans: Cultural Identity in Context, online (3)

## GERMAN

### Course: 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.

1 elective credit

### Course: German II

Prerequisite: German I

Grades: 9-12

This is a CP level German course designed for students who desire a faster-paced, more grammatically intensive German course. This course focuses its efforts on the skills of listening, speaking, reading, writing, and a deeper understanding of German culture. A holistic use of German will be emphasized so that these students leave with a lasting memory of German culture and practical language. Students are expected to reach an ACTFL proficiency level of Intermediate 1 by the end of the year.

1 elective credit

## SPANISH

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

### SPANISH I

Grades 9-12

*Prereq: None*

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.

1 elective credit

## **SPANISH II**

Grades 9-12

*Prereq: Spanish I*

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.

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**

Semester

Grade 9

*Prereq: None*

This course is intended as the starting point for learning skills that will help freshmen start the journey towards career exploration and the skills required to become successful in the future workplace. Activities will apply to both technology and the soft skills that future employees need.

½ Computer credit

## **INDUSTRIAL ARTS**

### **INTRODUCTION TO INDUSTRIAL ARTS**

Grades 9 – 12

*Prereq: None*

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.

1 elective credit

## **ADDITIONAL ELECTIVES**

### **WORK EXPERIENCE**

Semester/Year

Grades 9 – 12

*Prereq: Permission of Guidance Counselor*

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.

½ credit/1 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 School's 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.