

Maranacook Community High School



Program of Studies 2019 – 2020 (9th Grade)



Dear Maranacook Families,

This publication outlines the courses we will offer for the 2019-20 school year and the required standards for graduation. Please read this document carefully so that you can make informed decisions for next year and beyond.

COURSE OFFERINGS. Each year the guidance department along with school administration and department leaders reviews our course offerings in order to best serve student needs and interests. We are so proud of the offerings we have added over the past few years including over 100 credits of dual enrollment, cutting edge robotics courses and challenging fine arts courses as well as numerous academic and behavior supports. As you read, please keep in mind it is possible not all the courses listed will be offered, depending on scheduling and enrollment.

GRADUATION REQUIREMENTS. Please make sure that you are planning your progress toward graduation. To ensure that students have a well-rounded education and to meet state requirements, we have a range of graduation requirements. These are outlined in the “Academic Requirements” section. These requirements include course credits and demonstration of achievement of the Maine Learning Results.

Our incredible Guidance Department is here to support you with planning your progress through high school. If you have any questions, please contact your School Counselor for clarification.

Kim Ray – Guidance Director/School Counselor (A-K)
Sara Chisholm - School Counselor (L-Z)
Christine Tamborini – Guidance Administrative Assistant

MAKE IT COUNT. We will do anything we can to support you while you’re at Maranacook to help you reach your goals, but remember at the end of the day the person most responsible for your success is you. You need to show up at school each day with a positive attitude, ready to work your hardest. Hard work will take you anywhere you want to go in life. Please don’t sell yourself short by missing school or not giving school your best effort. We believe in you! We offer an extraordinary range of programs and resources here at MCHS. Our hope is that every student will find a place where they feel challenged and supported.

Sincerely,
Dwayne Conway, Principal
Tina Brackley, Assistant Principal

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	Tina Brackley	Ext 1040
Student Services Director	Brant Remington	Ext 1045
School Counselor (Last Names A-K)	Kimberly Ray	Ext 1070
School Counselor (Last Names L-Z)	Sara Chisholm	Ext 1048

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.

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 think about the recommended courses for various post-secondary opportunities.

Four Year Colleges – Most four year colleges require the following courses for admission, as well as a placement test to determine college readiness in writing, reading and math:

A minimum of:

English Four years of College Prep, Honors or Advanced Placement

Mathematics Four years of College Prep, Honors or Advanced Placement

Science Three years of College Prep or Honors

History Three years of College Prep, Honors or Advanced Placement

Foreign Language Two to three years of a Foreign Language in the same concentration

Two Year Community Colleges and/or Certificate Programs – Carefully check admission requirements for the program in which you are interested. Students may be asked to take additional tests as part of the admission process.

A minimum of:

English Four years of College Prep

Mathematics Three years of College Prep or Applied

Science Three years of College Prep or Applied

Employment – Students must complete all requirements for a Maranacook Community High School diploma to improve their chances of gainful employment.

- It is strongly recommended that students selecting this path attend the Capital Area Technical Center (CATC) during their junior and/or senior year. The CATC experience will help students to develop interests, aptitudes and skills that will enable them to more effectively compete in the workforce.

Academic Preparation Chart

Subject	<u>Up Through Class of 2020 Requirements</u>	<u>Class of 2021 and beyond (plus proficiency)</u>	<u>Technical/Vocational College Preparation</u>	<u>Four Year College Preparation</u>	<u>Selective College Preparation</u>
English	4 credits	4 credits	4 credits	4 credits	4 credits Honors/AP
Math	3 credits	3.5 credits	3 credits	3 credits	4 credits Honors/AP
Science	3 credits	3.5 credits	2 credits	3+ credits	4 credits Honors/AP
History	3 credits	3.5 credits	2 credits	3 credits	4 credits Honors/AP
Language		2 credits	Recommended Not Required	2 credits Minimum Same Language	3+ credits Minimum Same Language
Fine Arts	1 credit	1 credit			
PE	1.5 credits	1.5 credits			
Financial Lit		.5 credits			
Health	.5 credits	.5 credits			
Electives	5.5 credits	3.5 credits	Appropriate to Interest	Appropriate to Interest	Appropriate to Interest

MCHS Course Placement Recommendations for 9th Grade

ELA

	ELA MEA	NWEA	Arg Writing	Narrative Reading	HOW Engagement Perseverance Preparedness	Teacher Recommendation
Accelerated (invited to apply)	780+	90%	3	3	3 in each area	As part of the application
Honors	770+	80% and above	3	3	3 in each area	yes
Transition Committee Decision	765-769	75-79%	2.5-3	2.5-3	3 in 2 areas 2 in 1 area	yes
CP	764 below	74% and below	2.5 and below	2.5 and below	any	NA

Social Studies

	ELA MEA	NWEA On Reading and Writing	Informational Reading Common assessment	Argument Writing Common Assessment	HOW Engagement Perseverance Preparedness	Teacher Recommendation
Honors	770+	80% and above	3	3	3 in each area	yes
Transition Committee Decision	765-769	75-79%	2.5-3	2.5-3	3 in 2 areas 2 in 1 area	yes
CP	764 below	74% and below	2.5 and below	2.5 and below	any	NA
Applied	Teacher Recommendation					

Math

	NWEA	HOW	Other	
Geometry Honors	N/A	3s and 4s	Successfully completes HS Algebra 1 (either Honors or CP)	
Geometry CP	N/A	1s, 2s, and 3s	Successfully completes HS Algebra 1 (either Honors or CP)	High school teacher recommendation
Honors Algebra 1	85% and above	3s and 4s	Meets all 8th grade algebra standards	
Transition Committee Decision	81%-84%			
HS Algebra 1	55%-80%	2s and 3s	Meets all 8th grade algebra standards	
Transition Committee Decision	51%-54%			
HS Algebra 1 Part 1	40%-50%	1s and 2s	Meets all 8th grade algebra standards	*Needs two years to complete Algebra 1
Transition Committee Decision	36%-39%			
Transitions Algebra	35% and below		Partially meets or does not meet 8th grade algebra standards	

Science

	ELA MEA	ELA NWEA	Arg Writing	Math NWEA	HOW Engagement Perseverance Preparedness	Teacher Recommendation
Honors	770+	80% and above	3	85% and above	3 in each area	yes
Transition Committee Decision	765-769	75-79%	2.5-3	80-84%	3 in 2 areas 2 in 1 area	yes
CP	764 below	74% and below	2.5 and below	36-79%	any	NA
Applied				35% and below	Recommended by Teachers	yes

REGIONAL SCHOOL UNIT NO. 38 GRADE PLACEMENT

The policy of the Regional School Unit No. 38 Board is to strive to provide an appropriate instructional program aligned with the Maine Learning Results in a progressive and sequential manner for every student. A student's placement will be determined on an individual basis by parent and staff recommendations. The array of credits/classes available to students shall be as comprehensive and varied as resources allow.

In all instances of possible retention or advancement, each decision will be made on an individualized basis. These decisions are made only after discussions have occurred between parents/guardians and school staff. At grade 9-12, guidance will assist with grade placement based on a student's recorded earned credits and standards met. (This applies to course selection at the high school)

If the issue of grade placement is not clear due to a student transfer or other circumstances, the principal shall be responsible for making the final decision on grade assignment after consultation with building staff, specialists, and parents.

Appeal: Parent/guardian will have 30 days to file an appeal with the principal, who will form a Hearing Committee composed of the principal, parent, teacher, and district administrator to hear the appeal. If still not satisfied, upon receipt of the decision, the parent/guardian will have 10 days to notify the superintendent. The superintendent will meet with the Hearing Committee and make the final placement decision. Parent/guardian will be notified of final placement decision.

References:

IE-R, Retention Criteria Policy IKA, Student Assessment Revised: December 2, 2015 F:\POLICIES\IE Policy.doc Page 1 of 1 revised 11/09/15

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, and counselor. ***Courses may only be dropped within the first two weeks of each semester.*** Exceptions may be requested in extreme circumstances through the guidance counselor, and approval may ultimately be granted by an administrator.

Maranacook Community High School
Course Expectations:

Honors:

Honors classes often offer the same curriculum as regular classes, but are tailored for higher achieving students. They cover additional topics, or some topics in greater depth.

Students who are successful at the honors level usually have the following profile:

- Are strong readers that are able to synthesize and analyze the material
- Are able to assimilate vocabulary
- Are able to think critically at an abstract level
- Are strong independent learners who are willing to take ownership of their learning
- Are skilled with time management and organizational strategies
- Are able to cover large amounts of material at a fast pace
- Are motivated to achieve academically at the highest level

College Prep:

Students will learn the essential concepts of a subject and explore materials related to the subject matter. This level requires significant independent work and homework completion.

Students who are successful at the college prep level usually have the following profile:

- Are a strong reader and have the ability to summarize and explain the material they have read
- Are able to infer, elaborate upon, and apply concepts
- Are able to work independently
- Are able to cover academic material at the teacher's pace

Applied

The emphasis will be on the practical and hands-on applications of the concepts. This level requires classroom work as well as homework.

Students who are best suited for the applied level usually have the following profile:

- Are more dependent learners and require greater teacher direction and instruction
- Are able to cover amounts of academic and material at a steady pace

CURRICULUM REQUIREMENTS

Policy: IKF

REGIONAL SCHOOL UNIT #38 GRADUATION REQUIREMENTS

Before entering high school, students need to know the requirements for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

RSU #38 is implementing a proficiency-based system of learning as required by Maine law. To be awarded a high school diploma from Maranacook Community High School, students graduating in the Class of 2021 and beyond will need to demonstrate proficiency in the Guiding Principles and content areas of the Maine Learning Results, and fulfill all additional graduation requirements set by the School Board.

Students graduating in the Classes of 2017-2020 must meet the credit and other graduation requirements as specified in the previous RSU #38 Graduation Requirements Policy dated March 3, 2005. (Attachment A)

A student who would have graduated with the Class of 2020 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by School Board policy will have until June 30, 2020 to fulfill the graduation requirements applicable to the Class of 2020. As of July 1, 2020 students will be required to fulfill Policy IKF requirements below.

The Superintendent, through the high school principal or other designee, shall be responsible for making available accurate information concerning graduation requirements to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

The School Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The School Board is aware that current law and regulations are subject to change.

The School Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

Contingent on Department of Education approval of the RSU #38's schedule for implementation of proficiency-based diploma requirements after July 1, 2020, the awarding of a diploma from Maranacook Community High School will be contingent on the demonstration of proficiency in the Guiding Principles and content areas of the Maine Learning Results as described below. Students will also need to fulfill all additional graduation requirements set by the School Board.

Students can satisfy graduation requirements through educational experiences at Maranacook Community High School through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

The following diploma requirements will be phased in from the 2020-2021 school year to the 2024- 2025 school year in accordance with Maine State Law. (Refer to Proficiency Handbook)

1. A student graduating in the graduating class of 2020-2021, must demonstrate proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, and social studies;
2. A student graduating in the graduating class of 2021-2022, must demonstrate proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least one additional content area of the student's choice;
3. A student graduating in the graduating class of 2022-2023, must demonstrate proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least 2 additional content areas of the student's choice;
4. A student graduating in the graduating class of 2023-2024, must demonstrate proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least 3 additional content areas of the student's choice; and
5. A student graduating in the graduating class of 2024-2025 and for each subsequent graduating class, must demonstrate proficiency in meeting the state standards in all content areas.

For the purposes of this paragraph, "content areas" refers to the content areas of the system of learning results established under section 6209.

English Language Arts
Mathematics
Science and Technology Social
Studies
Health Education and Physical Education Visual
and Performing Arts
World Languages
Career and Education Development

In addition, RSU #38 requires students to complete the following:

1. **English:** 4 credits, 1 content specific experience per year;
2. **Math:** 3.5 credits, 1 content specific experience per year;
3. **Science:** 3.5 credits, 1 content specific experience per year;
4. **Social Studies:** 3.5 credits, 1 content specific experience per year;
5. **World Languages:** 2 credits in the same language
* If proficiency is demonstrated after 1 credit the student may take a different language,
*credit from 8th grade World Language class will be awarded if student reaches Level 1 Proficiency prior to start of 9th grade year;
6. **Fine Arts:** 1 credit;
7. **Physical Education:** 1.5 credits;
8. **Health:** .5 credits;
9. **Technology:** .5 credits;

10. **Financial Literacy:** .5 credits; and
11. **Electives:** 3.5 credits.

Total Credits: 24

II. MULTIPLE PATHWAYS FOR EDUCATIONAL EXPERIENCES

Students may choose from multiple pathways for educational experiences and/or credits in order to gain and demonstrate proficiency in the required Maine Learning Results. In addition to taking courses offered by Maranacook Community High School, a student may demonstrate proficiency and/or earn credits through non-traditional pathways. Examples of non-traditional classes include, but are not limited to:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Community Service
- Exchange programs
- Independent study
- Alternative education/“At Risk” programming
- Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit’s own educational experience (course) offerings.

If a student wishes to gain and demonstrate proficiency in specific content areas through non- traditional experiences (multiple pathways) the student must submit a plan to the Multiple Pathways Committee. The plan must detail how the pathway will provide exposure to the content standards of the Learning Results and/or the Guiding Principles and how the student will demonstrate proficiency in meeting the standards and/or credit requirements. The plan must be approved by the Multiple Pathways Committee. Following completion the student must demonstrate proficiency to the Committee by presenting multiple types of evidence, including but not limited to teacher-designed or student-designed assessments.

III. STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

A student with a disability may meet graduation requirements and become eligible for a diploma by demonstrating proficiency in state standards established in the system of learning results through performance tasks and accommodations that maintain the integrity of the standards as specified in the student’s individualized education program by the student’s individualized education program team.

IV. INFORMING STUDENTS AND PARENTS

The Superintendent/designee will inform students and parents, as soon as practicable, but prior to the start of the class cohort’s 9th grade school year of any State-imposed proficiency standards/requirements that must be met before students may be awarded a high school diploma.

V. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM MARANACOOK COMMUNITY HIGH SCHOOL

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This section applies to all students, in all graduation classes.

A. Transfer Students

For students who transfer to Maranacook Community High School from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Maranacook Community High School Principal shall

determine the value of the student's prior educational experience towards meeting graduation requirements.

B. Home-schooled Students

For previously home-schooled students wishing to receive a diploma from Maranacook Community High School, the Maranacook Community High School Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home-schooled student must be a full time student at Maranacook Community High School for their senior year.

C. Early Awarding of Diplomas

A student who has met the State's and the School Board's diploma requirements in fewer than four years of high school will be awarded a diploma.

D. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

E. Certificate of Completion

The School Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student who has earned/completed the required credits or courses/learning experiences but has not met Learning Results proficiency standards that may be mandated by the State.

F. Advanced Levels of Proficiency

Advanced levels of proficiency accomplishment in a content area will be recognized at the time of graduation.

G. Participation in Graduation Ceremony

A student must complete all School Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

Legal Reference: 20-A MRSA § 4502(8), 4722, 6209
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHEDA – Post-Secondary Enrollment Options
Attachment A, Graduation Requirements Policy dated March 3, 2005

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.
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- Students will be creative and innovative learners.
- Students will be active, engaged, and motivated learners.
- Students will be rational, explorative, and creative problem solvers.

MARANACOOK COMMUNITY HIGH SCHOOL

Habits of Work Rubric (HOW)

	Exceeds the Standard 4	Meets the Standard 3	Partially Meets the Standard 2	Does Not Meet the Standard 1
<p>Collaborative Worker</p> <p>MGP: B.7; C.4; C.6; D.1; D.4; D.5; D.6</p>	<p>ALWAYS...</p> <ul style="list-style-type: none"> --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively 	<p>CONSISTENTLY....</p> <ul style="list-style-type: none"> --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively 	<p>SOMETIMES...</p> <ul style="list-style-type: none"> --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively 	<p>RARELY...</p> <ul style="list-style-type: none"> --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively
<p>Quality Learner</p> <p>MGP: A.1; A.2, A.3; A.4; B.2; C.1; C.2; C.3; E.2; E.4</p>	<p>ALWAYS....</p> <ul style="list-style-type: none"> --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity 	<p>CONSISTENTLY....</p> <ul style="list-style-type: none"> --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity 	<p>SOMETIMES....</p> <ul style="list-style-type: none"> --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity 	<p>RARELY...</p> <ul style="list-style-type: none"> --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity
<p>Responsible Learner</p> <p>MGP: B.1; B.3; B.4; B.5; B.6; C.5; C.7; D.2; D.3; E.1; E.3</p>	<p>ALWAYS...</p> <ul style="list-style-type: none"> --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period -- AND Completes 100% of practice assignments 	<p>CONSISTENTLY...</p> <ul style="list-style-type: none"> --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period -- AND Completes at least 75% of a practice assignments 	<p>SOMETIMES...</p> <ul style="list-style-type: none"> --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period -- AND Completes at least 50% of a practice assignments 	<p>RARELY...</p> <ul style="list-style-type: none"> --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period -- Completes a practice assignment

MAINE GUIDING PRINCIPLES

A. A clear and effective communicator who:

1. Demonstrates organized and purposeful communication in English and at least one other language
2. Uses evidence and logic appropriately in communication
3. Adjusts communication based on the audience
4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

B. A self-directed and lifelong learner who:

1. Recognizes the need for information and locates and evaluates resources
2. Applies knowledge to set goals and make informed decisions
3. Applies knowledge in new contexts
4. Demonstrates initiative and independence
5. Demonstrates flexibility including the ability to learn, unlearn and relearn
6. Demonstrates reliability and concern for quality
7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds

C. A creative and practical problem solver who:

1. Observes and evaluates situations to define problems
2. Frames questions, makes predictions and designs data/information collection and analysis strategies
3. Identifies patterns, trends and relationships that apply to solutions
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
5. Sees opportunities, finds resources and seeks results
6. Uses information and technology to solve problems
7. Perseveres in challenging situations

D. A responsible and involved citizen who:

1. Participates positively in the community and designs creative solutions to meet human needs and wants
2. Accepts responsibility for personal decisions and actions
3. Demonstrates ethical behavior and the moral courage to sustain it
4. Understands and respects diversity
5. Displays global awareness and economic and civic literacy
6. Demonstrates awareness of personal and community health and wellness

E. An integrative and informed thinker who:

1. Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
2. Evaluates and synthesizes information from multiple sources
3. Applies ideas across disciplines
4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

DUAL ENROLLMENT OPPORTUNITIES

Maranacook Community High School is proud to offer Dual Enrollment opportunities for students to earn college credit through high school courses. Dual Enrollment classes are designated within the program of studies with the emblem of the college awarding the credits. At the beginning of each semester, students and parents must complete the paperwork required by the college to earn college credit. This paperwork is sent home in the beginning of the year packets. **Being in the course does not automatically ensure credit.**

Maranacook also offers students the opportunity to earn an Associate's Degree while in high school through a partnership with Thomas College. Students apply to the Pathways Program at the end of their sophomore year in high school. Any questions regarding the program and how to apply can be directed to the student's school counselor.

The Dual Enrollment Handbook can be found on the Maranacook Website under the guidance department.

ENGLISH LANGUAGE ARTS

COURSE TITLE	LEVEL	LENGTH	PREREQUISITE
English 9	CP, Honors	Year	
English 9 Accelerated	Accelerated	Year	Invitation/Application
English 10	CP, Honors	Year	English 9
Junior Topics in Literature	CP	Year	English 10
Honors American Literature	Honors	Year	Recommendation of Instructor
AP Language & Composition	AP, DE	Year	Permission of Instructor
Senior Topics in Literature CP	CP	Year	Junior Topics in Literature
Honors English Seminar	Honors	Year	Permission of Instructor
AP Literature & Composition	AP, DE	Year	Permission of Instructor
Creative Writing/Journalism		Semester	
Writing Center Tutor		Year/Semester	Teacher Permission/Application
Utopian and Dystopian Fiction		Semester	
Monsters and the Undead		Semester	
Literature in Sports		Semester	
Mindfulness Practices through Literature		Semester	
Public Speaking	DE	Semester	

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.

Course Name: English 9

Grade: 9

Levels: Honors, College Prep

Credit: 1 English

Prerequisite: Teacher recommendation

Description: 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.

Course Name: English 9 Accelerated

Grade: 9

Level: Accelerated

Credit: 1 English

Prerequisite: Invitation/Application

Description: This course will move through the 9/10 ELA standards at an accelerated pace, condensing the 9th and 10th grade years into a single year. This course is invitation/application only, to be reviewed by the high school English department.

ENGLISH ELECTIVES

Course Name: Monsters and the Undead

Grade: 9-12

Prerequisite: N/A

Credit: 0.5 Elective

Description: Monsters and zombies are not just scary demons, beasts, and hordes of decaying flesh coming to get you. They also are symbols of our deepest cultural and societal fears. In this course, we will use a wide arrange of mediums and genres including literature, film, television, graphic novels, and video games.

Course Name: Literature in Sports

Grade: 9-12

Prerequisite: N/A

Credit: 0.5 Elective

Description: This is a semester course. This course will focus on the use of sports in literature. Students will read and analyze various short stories, novels and articles. Themes studied may include, but are not limited to leadership, trends, definitions of success and failure, heroes, coaching ethics, etc. Those enrolling in this class should have an interest in both athletics and literature.

Course Name: Mindfulness Practices through Literature

Grade: 9-12

Prerequisite: N/A

Credit: 0.5 Elective

Description: This is a semester course. This course will focus on and explore different mindfulness practices as shown through literature. It will include reading various articles, and novels and include self reflection through journaling and other writing forms.

Course Name: Utopian and Dystopian Fiction

Grades: 9-12

Prerequisite: N/A

Credit: 0.5 Elective

Description: This course will look at the origin and development of the Utopian ideal and its transition to the Dystopian nightmare through various pieces of literature and media. We will explore concepts such as justice, fairness, equality, and equity from Greek times to modernity. Works will include selections from Utopian thinking such as *The Republic*, *Utopia*, *Herland*, and *Looking Backward*, as well as more modern Dystopian selections such as *1984*, *Brave New World*, *The Handmaid's Tale*, *It Can't Happen Here*, *Oryx and Crake*, and *Walden II*. Films such as *The Matrix* and *Wall-E* will also be incorporated into the course.

MATHEMATICS

COURSE TITLE	LEVEL	LENGTH	PREREQUISITE
Transitions to Algebra		Year	Mastery of 7 th grade math standards
College Prep HS Algebra I Part 1		Year	Mastery of 8 th grade math standards
College Prep HS Algebra I Part 2		Year	HS Algebra I Part 1
College Prep HS Algebra I		Year	Mastery of 8 th grade math standards
Honors Algebra I	Honors	Year	Mastery of 8 th grade math standards and permission from Math Dept
College Prep Geometry	CP	Year	Algebra I
Honors Geometry	Honors	Year	Algebra I and permission of Math Dept.
College Prep Algebra II	CP	Year	Geometry
Honors Algebra II	Honors	Year	Permission of Math Dept/ Algebra I
College Algebra	DE	Year	Algebra II
Honors Pre-Calculus/ College Math	Honors, DE	Year	Algebra II
Honors Intro to Calculus/ Calculus I	Honors, DE	Year	Precalculus or College Algebra
AP Calculus AB/ Calculus I&II	AP, DE	Year	Precalculus
Statistical Inference & Decision Making	DE	Year	Algebra II
Practical Math		Year	
Problem Solving		Year	

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.

Course Name: Transitions to Algebra

Grade: 9

Prerequisite: Mastery of 7th grade math standards

Credit: 1 Math

Description: 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 8th 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.

Course Name: HS Algebra I Part 1

Grade: 9-12

Prerequisite: Mastery of 8th grade math standards

Credit: 1 Math

Description: This course builds upon 8th 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.

Course Name: HS Algebra I

Grade: 9-12

Prerequisite: Mastery of 8th grade math standards

Credit: 1 Math

Description: 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 exponential models.

Course Name: Honors Algebra I

Grade: 9

Prerequisite: Mastery of 8th grade math standards

Credit: 1 Math

Description: 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.

Course Name: Honors Geometry
Prerequisite: Algebra 1 and permission of Math Dept.

Grade: 9-10
Credit: 1 Math

Description: 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.

Course Name: Geometry CP
Prerequisite: Algebra I

Grade: 9-12
Credit: 1 Math

Description: The class will prepare students to use mathematics and logical thinking effectively in today's world. It promotes independent thinking and learning. Topics covered include points, lines, planes, parallel lines, two-dimensional figures, and three-dimensional figures. Students will also learn to write logical proofs and use their algebra skills to solve geometry problems.

MATHEMATICS ELECTIVES

Course Name: Problem Solving
Prerequisite: N/A

Grade: 9-12
Credit: 1.0 Elective

Description: Problem Solving is a 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. The tests for the class will be the individual rounds at each Math Meet, which happen approximately once per month on Wednesdays. Students have the choice to either take the test by going to the meet or by taking the test during a time agreed upon by the teacher and the student.

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.

SCIENCE

Course Name	Level	Length	Prerequisite
Earth Systems	Honors, CP, Applied	Year	Recommendation of Instructor
Biology	Honors, CP, Applied	Year	Earth Science or Recommendation of Instructor
Biology AP	AP	Year	Completion of biology or permission of instructor.
Honors Physics	Honors, DE	Year	Honors Algebra II/Trig or Permission of Instructor
Physics CP	CP	Year	Geometry, Algebra 2 enrolled concurrently
Physics Applied	Applied	Year	Algebra 1/or Permission of Instructor
Honors Chemistry	Honors, DE	Year	Honors Physics or Recommendation of Instructor
Chemistry	CP, Applied	Year	
Topics in Chemistry	CP, Applied	Semester	
Astronomy		Semester	
Geology	DE	Semester	Earth Systems & Biology
Robotics/Exploring Computer Science		Year	
Principles of Sustainable Agriculture	DE	Semester	

Course Name: Earth Systems
Level: Honors, College Prep, Applied

Grade: 9
Credit: 1 Science

Prerequisite: Recommendation of Instructor

Description: 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.

SCIENCE ELECTIVE

Course Name: Robotics/Exploring Computer Science
Prerequisite: N/A

Grade: 9-12
Credit: 1 Elective

Descriptions: The VEX robotics and Exploring Computer Science combination course is a hands-on STEM curriculum course that is designed to be interactive through a team approach. VEX robotics is heavily focused on mechatronic principles; as such, programming is NOT required. VEX will be primarily the focus in Semester 1 with build and competition. Semester 2 includes VEX design, competitions based on qualifications, and collaboration with peers, however the focus turns toward computer science. Through exploration of interface design and limitations of computers, students will develop computational practices of algorithm development, problem solving, and programming within the context of problems relevant to our everyday lives. There will also be an emphasis on social and ethical issues. With new VEX challenges every year and a beginner approach to changing topics in computer science, students have the option to participate in this course for 1 to 4 years.

SOCIAL STUDIES

Course Name	Level	Length	Prerequisite
Global Explorations in History, Geography, and Economics	Honors, CP, Applied	Year	Recommendation of Instructor
AP World History	AP	Year	Honors Global Explorations & Recommendation of Instructor
World History	Honors, CP, Applied	Year	Global Explorations
AP U.S. History	AP, DE	Year	AP or Honors World History
U.S. History	CP, Applied	Year	World History
Ethics	DE	Semester	Permission of Instructor
Financial Literacy	CP	Semester	Juniors and Seniors
Humanities Course		Semester	
Living History (19TH Century): An Independent Study		Semester	Recommendation of Dept. Leader
Sociology CP	CP	Semester	
Psychology	CP	Semester	
AP Psychology	AP, DE	Year	
History vs Hollywood: Culture and History through Film CP	CP, DE	Semester	
AP Comparative Government and Politics	AP, DE	Year	
Understanding Sacrifice		Year	2 credits in Social Studies (for CP)

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.

Course Name: Global Explorations in History, Geography, and Economics

Grade: 9

Level: Honors, College Prep, Applied

Credit: 1 Social Studies

Prerequisite: Recommendation of Instructor

Description: 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.

SOCIAL STUDIES ELECTIVES

Course Name: Living History (19th Century): An Independent Study

Grade: 9-12

Prerequisite: Recommendation of Dept. Leader

Credit: 0.5 Elective

Description: 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.

PHYSICAL EDUCATION

Course Name	Level	Length	Prerequisite
Intro to P.E.		Semester	
P.E. 10		Semester	Intro to P.E.
Team Sports		Semester	Intro to P.E.
Net Sports		Semester	Intro to P.E.
Fitness For Life		Semester	Intro to P.E.
Health		Semester	

Students will need to take Intro to P.E, P.E 10 and then will get to pick one electives to take. Students can take as many PE classes as they want after they have met their requirement.

Course Name: Intro To P.E.

Grade: 9

Prerequisite: N/A

Credit: 0.5 PE

Description: 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.

ART

Course Name	Level	Length	Prerequisite
Intro to Art		Year	
Drawing I		Semester	Intro to Art
Drawing II		Semester	Drawing I
Painting		Year	Intro to Art required/Drawing I and II preferred
Black and White Photography		Semester	Intro to Art
Honors Studio Art	Honors DE	Semester/Year	Intro to Art and teacher approval required
Ceramics		Semester	Intro to Art is preferred
Writing a Graphic Novel: Design, Literacy and Illustration		Semester	Intro to Art is preferred
Digital Photography		Semester	Intro to Art is preferred

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.

Course Name: Intro to Art

Grade: 9-12

Prerequisite: N/A

Credit: 1 Fine Art

Description: 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.

Course Name: Honors Studio Art

Grade: 9 (GT ONLY)

Prerequisite: Intro to Art and teacher approval required

Credit: 0.5/1 Fine Art



University of Maine Farmington Offers Dual Enrollment and 3 College Credits

Description: This is a semester-long or year-long course depending upon student needs. This art course is designed for highly motivated art students who want honors study in specific art media. Due to the range of media explored, this course may be taken more than once. Students will work on compiling a body of work in 2-3 media of teacher choice and 1 concentration of their choice. Students will capture their planning and artistic development in ongoing sketchbook work. There will be post-secondary education opportunities, an emphasis on focused independent practice, and discussion on trends in contemporary art.

MUSIC

Course Name	Level	Length	Prerequisite
Concert Band		Year	
Jazz Band		Year	Permission of Instructor
Concert Chorus		Year	
Chamber Singers		Year	Permission of Instructor
History of Rock and Roll		Semester	
Intro to Piano		Semester	
Music Theory		Semester	
Intro to Guitar: Beginner		Semester	
Intermediate Guitar		Semester	

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.

Course Name: Concert Band

Grade: 9-12

Prerequisite: N/A

Credit: 1 Fine Art

Description: 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.

Course Name: Jazz Band

Grade: 9-12

Length: Year

Credit: 0.5 Fine Art

Prerequisite: Permission of Instructor

Description: 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.

Course Name: Concert Chorus

Grade: 9-12

Prerequisite: N/A

Credit: 1 Fine Art

Description: 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.

Course Name: Chamber Singers

Grade: 9-12

Length: Year

Credit: 1 Fine Art

Prerequisite: Permission of Instructor

Description: 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.

Course Name: History of Rock and Roll

Grade: 9-12

Prerequisite: N/A

Credit: 0.5 Fine Art

Description: From its earliest beginnings to the present day, this course surveys the inception, evolution, and development of Rock music in America and abroad. In addition to in-depth studies of Rock music and the artists who created it, students will examine the sociological, political, and economic conditions which influence its development.

Areas of concentration include: Identify styles of early rock and roll, distinguish groups by their specific sound and methods of performance, draw correlations between style periods and recognize the style period by its distinctive sound and performance, articulate the social factors that were influenced by rock.

Course Name: Intro to Piano

Grades: 9-12

Prerequisite: N/A

Credit: 0.5 Fine Art

Description: This is a semester course. Have you ever wanted to learn to play the piano? This course is designed for students who wish to develop basic piano playing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing, and to learn pieces. Students will be able to focus on songs of their choosing to learn. There will also be time spent in group instruction on musical notation and theory. Areas of concentration include: note reading, aural skills, singing songs, rhythmic patterns, chord study, musical forms, improvisation and performing experiences.

Course Name: Music Theory

Grade: 9-12

Prerequisite: N/A

Credit: 0.5 Fine Art

Description: 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.

Course Name: Intro to Guitar: Beginner

Grade: 9-12

Prerequisite: N/A

Credit: 0.5 Fine Art

Description: 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.

Course Name: Intermediate Guitar

Grade: 9-12

Prerequisite: Permission of Instructor

Credit: 0.5 Fine Art

Description: 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.

WORLD LANGUAGES

Course Name	Level	Length	Prerequisite
French Culture and Conversation 1 & 2		Year	
Honors French 1	Honors, DE	Year	
Honors French 2	Honors, DE	Year	UMA FRE 101
Honors French 3	Honors, DE	Year	UMA FRE 102
Honors French 4	Honors, DE	Year	UMA FRE 203
German I		Year	
German II		Year	German I
German III		Year	German II
German IV Honors	Honors	Year	German III
German V Honors	Honors	Year	German IV
Spanish I		Year	
Spanish II		Year	Spanish I
Spanish III		Year	Spanish II
Spanish IV Honors	Honors	Year	Spanish III
Spanish V Honors	Honors	Year	Spanish IV

In today's global economy it is imperative that America's workforce understand other cultures and languages in order to compete. Studying a world 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

Course Name: French Culture and Conversation 1 & 2
Prerequisite: N/A

Grade: 9-12
Credit: 1 World Lang.

Description: 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.

Course Name: Honors French 1 / UMA FRE 101, 4 credits
Prerequisite: N/A

Grade: 9-12
Credit: 1 World Lang.



Description: 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.



UMA Minor in French: Language & Culture Track
College of Arts & Sciences
 Minor requirements: 20 credits

<p>Course Requirements (16 credit hours):</p> <ul style="list-style-type: none"> <input type="checkbox"/> FRE 101 (Honors 1)- 4 credits <input type="checkbox"/> FRE 102 (Honors 2)- 4 credits <input type="checkbox"/> FRE 203 (Honors 3)- 4 credits <input type="checkbox"/> FRE 204 (Honors 4)- 4 credits 	<p>One of the following electives (3 credit hours)</p> <ul style="list-style-type: none"> <input type="checkbox"/> FRE 394 (3 credits)- Exchange trip or service learning, teaching French to elementary kids OR <input type="checkbox"/> FRE 340 (3 credits)- Francophone Literature, online OR <input type="checkbox"/> HUM 350W (3 credits)- Franco-Americans: Cultural Identity in Context, online
<p>Experiential Electives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> FRE 202 (1 credit)- Intermediate French Immersion weekend, last weekend in September: "le français dans le bois" 	

GERMAN

Course Name: German I
Prerequisite: N/A

Grade: 9-12
Credit: 1 World Lang.

Description: 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.

Course Name: German II
Prerequisite: German I

Grade: 9-12
Credit: 1 World Lang.

Description: 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.

SPANISH

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

Course Name: Spanish I
Prerequisite: N/A

Grade: 9-12
Credit: 1 World Lang.

Description: 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.

Course Name: Spanish II
Prerequisite: Spanish I

Grade: 9-12
Credit: 1 World Lang.

Description: 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.

CAREER PREPARATION

Course Name	Level	Length	Prerequisite
Technology & Career Explorations		Semester	
Accounting 1	DE	Year	
Personal Finance	DE	Semester	
Technology and Career Exploration		Semester	
Intro to Computer Science		Semester	
Web Design I	DE	Semester	
Yearbook I and II		Year	
Introduction to Industrial Arts		Year	
Wood Design		Semester	Intro to IA
Wood Design Honors	Honors	Semester	Wood Design completion with high achievement or permission of instructor
Metals Design		Semester	Intro to IA
Fine Metals		Semester	Intro to IA or Intro to Art
Engineering Drawing and Design		Semester	Intro to IA or Permission of Instructor
Architectural Drawing and Design		Semester	Intro to IA or Permission of Instructor
Boat Building		Year	Permission of Instructor

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

Course Name: Technology and Career Exploration

Grade: 9

Prerequisite: N/A

Credit: 1 Technology

Description: 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.

INDUSTRIAL ARTS

Course Name: Introduction to Industrial Arts

Grade: 9-12

Prerequisite: N/A

Credit: 1 Fine Art

Description: 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.

ADDITIONAL ELECTIVES

Course Name: Work Experience

Grade: 9-12

Prerequisite: Permission of School Counselor

Credit: 0.5/1 Elective

Description: 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.

Course Name: Freshman Transition Class

Grade: 9

Prerequisite: N/A

Credit: 0.25/semester

Description: This course will offer academic support and will serve as a “home-base” for students. The teacher will help students develop executive functioning skills, work students through self-designed and self-monitored academic and personal goal setting and will act as a liason connecting students to academic or other support services as needed.

ALTERNATIVE

The Alternative education program at MCHS 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.
