

Waterville Senior High School

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Dear Parents/Guardians and Students,

Welcome to the Program of Studies and the course registration process for the 2018-19 school year. As many of you know, Waterville Senior High School is a municipal high school with a student population of approximately 525 that is approved by the State of Maine Department of Education and accredited by the New England Association of Schools and Colleges. In the past few years, Waterville Senior High School has received many honors. In 2007, the school was identified by the Maine Education Policy Research Institute as one of only 14 higher performing high schools in the state. In 2010, 2013, 2014, and 2016 our school was named one of America's best high schools by U.S. News & World Report. Waterville Senior High School offers one of the best academic programs in the state with 8 dual enrollment courses and over a dozen Advanced Placement courses. Offerings in the arts include a music program with courses in orchestra, band, and chorus from which students are regularly selected to participate in the All-State program; a strong visual arts program with multiple AP offerings; and a drama program that produces a full length musical each fall and regularly places in the one-act play competition. Waterville Senior High School students also enjoy regular success in their extracurricular activities.

The selection of classes and programs will affect your quality of education for the coming year. Students who are challenged and engaged will gain the maximum benefit from their classes. The choices you make today will greatly influence your high school experiences and impact your future opportunities.

Our goal is to provide complete and comprehensive offerings for every student. Requests are honored as often as possible while few, if any, changes are made once the school year begins. Not all courses listed in the Program of Studies are available every year; when in doubt, be sure to check the course registration sheet. Changes may occur in some courses prior to the completion of the master schedule. Please direct any questions to the guidance office.

Sincerely,

A handwritten signature in blue ink that reads "Brian Laramée". The signature is written in a cursive style.

Brian Laramée, Ph. D
Principal

ABBREVIATIONS:

CP=COLLEGE PREP

AP=ADVANCED PLACEMENT

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COURSE SELECTION GUIDELINES

ACADEMIC LOAD

All students in grade 9-11 must be enrolled in a minimum of six blocks or the equivalent. Students in grade 12 must be enrolled in a minimum of five blocks or the equivalent. An exception to this rule may be made by the principal in the case of unusual circumstances.

GRADUATION REQUIREMENTS

Students must meet the following credit requirements. Required courses must be taken at WSHS. Only electives may be taken out side of WSHS.

Students must successfully complete a total of 22 credits, which include the following:

English	4 credits
Mathematics	3 credits
Social Studies	3 credits (Must include World History, U.S. History, and one elective for the class of 2019). Class of 2020 & beyond require Civics as their third Social Studies class.
Science	3 credits (Must include Physical Science, Biology, and Chemistry in that order)
Health	½ credit
Physical Education	1 credit
Visual and Performing Arts	1 credit
Career Preparation	½ credit



Computer Literacy: All Waterville Senior High School students will demonstrate achievement of the computer literacy requirement.

Visual & Performing Arts: This requirement may be fulfilled by successful completion of a course(s) in the Visual and Performing Arts Department, or the Introduction to

Drama course. Students must complete one full credit which can be accomplished by taking either two semester courses or one yearlong course.

GUIDANCE SERVICES

The Guidance Department offers on-going support and information to students and their parents throughout the four years of high school. Counselors are available for academic counseling and to serve as referral agents to community agencies and resources. The guidance program includes individual conferences with freshmen to help with the transition to high school, juniors to encourage post-secondary planning, and assistance with individual post-secondary plans for seniors.

Upon enrollment at Waterville Senior High School, each student is assigned a counselor by alphabet. Students are encouraged to take initiative in seeking the assistance of a counselor and parents are encouraged to participate in all aspects of the guidance program.

ADMISSIONS GUIDELINES FOR COLLEGES

Students should keep in mind that subject and scholarship requirements for entrance to universities and colleges change from time to time with a general trend toward higher standards. Also, colleges have requirements which often vary from program to program within the institution. To ensure that requirements will be met, students and parents should check the catalogue or website of the school in which there is an interest. A conference with the student's counselor is encouraged.

Many colleges have established these minimum course requirements:

English	4 credits
Mathematics	3 - 4 credits (including Algebra 2)
Science	3 credits (2 must be labs)
Social Studies	3 credits
Modern & Classical Languages	2 credits (same language)

PLANNING AND SELECTING A PROGRAM

1. Thoroughly read the Program of Studies.
2. Study the requirements for graduation.
3. Develop a sequence of courses that meets both graduation requirements and post-secondary plans.
4. Discuss course selections with parents, teachers, and counselors.
5. Complete the course registration sheet, have it signed by parents/guardians, and return as directed.
6. Not all courses in the Program of Studies will be offered on the Course Registration Sheet. Check the Course Registration Sheet.

BLOCK SCHEDULING

Waterville Senior High School offers an eight (8) block scheduling cycle which takes place over two days, four (4) blocks per day. Each block is approximately 70 minutes long. Most classes meet during only one of the blocks; however some classes utilize two blocks. School starts at 7:50 a.m. and ends at 2:15 p.m.

SCHEDULE CHANGES

Because schedule changes have a serious effect on class size, teacher assignments, and the overall master schedule, they are seldom made. The students and parents are urged not to plan a program with the idea that it can be changed later. Once a class is in progress only teacher initiated changes will be made in order to ensure that students are placed correctly. Parents will be contacted by the teacher if this is necessary.

FAILED COURSES/REMEDIATION

Students may graduate from WSHS with four credits maximum earned outside of the regular curriculum. These courses must be approved by the Principal or Director of Guidance. Options for these credits include but are not limited to:

1. Adult Education – Juniors who have failed freshman or sophomore English may make up that course through Adult Education during the junior year or beyond. Seniors who are unable to access a required course in their day school program may choose to take an adult education course.
2. Regional Summer School – Students who have earned a final grade of at least 50 in select classes may enroll in available classes offered at a local high school.

REPEATED COURSES/AUDITED COURSES

With teacher recommendation, a student may repeat a course in which he/she has already earned a passing grade and a credit. In this case, the student will not receive a credit for the repeated course. The student's grade will be reported on the transcript, but the student's GPA will not be affected. Students will be expected to complete all assignments and may consider this course as one of the required minimum courses.

SPECIALIZED PROGRAMS

ADVANCED PLACEMENT®

ADVANCED PLACEMENT® (AP) courses are offered in Statistics, Biology, Calculus, Comparative Government and Politics, English Literature and Composition, English Language and Composition, Studio Art, U.S. History, World History, Chemistry, and Physics. These courses prepare the student to sit for the ADVANCED PLACEMENT® Examination in May which offers the student an opportunity for college credit and/or ADVANCED PLACEMENT® at the college in which the student enrolls.

COLLEGE COURSES

Students may be eligible to register for a course at local colleges. Enrollment in these courses is subject to the approval of the post-secondary institution and the availability at the time of course registration at the college. Students who elect to take a pre-approved college course may use this course as high school elective credit. Required WSHS courses may not be fulfilled through a college course. A college course will count as one of the minimum number of courses in a given semester. Grades from college courses will not be a factor in a student's GPA or honor roll status, nor will it be considered for athletic eligibility. All college courses must be pre-approved by the Director of Guidance. The colleges most frequently used in this program are Colby, KVCC, Thomas, U Maine, and UMA.

INDEPENDENT STUDY

Independent study is designed to meet the needs of a student who wishes to pursue an interest beyond the regular curriculum. The student is responsible for obtaining a teacher/supervisor who is a member of the Waterville Senior High School teaching staff and completing a form that describes the proposed curriculum and expectations. These forms and more information are available from the guidance counselors. Forms should be submitted before the beginning of the semester.

ELL SERVICES (English Language Learners)

Services for ELLs will support the learning process of qualifying students in the Waterville Public School System. Students who qualify as Limited English Proficient (LEP), will be assigned to receive ELL services in order to improve their English language skills. (For service qualifications, refer to the LAU Plan in the guidance office or the principal's office, or the cumulative folder for the student.) In addition, the LEP student may receive services to develop strategies to successfully complete the requirements of content area classes. ELLs can continue to participate in the program until they feel confident to exit, and/or until their test scores show that adequate

progress has been made. As often as possible, ELL students will be assigned to regular classrooms where teachers will modify classroom expectations according to the students' level of English language proficiency.

ADVISOR/ADVISEE PROGRAM

All students are assigned to a small heterogeneous group of fewer than 15 students as freshmen, and remain with their advisor for their tenure at Waterville Senior High School. Each group meets daily for an 11 minute homeroom period and once weekly or community meeting. Throughout high school, groups work together on various tasks such as: Spirit Week, Winter Carnival, charitable activities, and celebrations.

ALTERNATIVE PROGRAMMING

Two alternatives available to Waterville Senior High School students if they find themselves "at-risk" for leaving their current high school program are the Waterville Alternative School and the Teen Parent School Program. The Alternative School is an option for those students who feel the need for an alternative educational setting. The Teen Parent School Program is an option for students who are pregnant or parenting and feel the need for additional assistance with school and social services. Both programs are located at 93 Silver Street on the campus of the Maine Children's Home.

The capacity of the Alternative School is approximately 25 students and the capacity of the Teen Parent School is approximately 15 students. Students interested in either program should register through Waterville Senior High School. The combined staff consists of five certified teachers, one education technician, a licensed clinical professional counselor, and an administrative assistant. Support is received from the high school staff subject to availability. Students may take a combination of courses at Waterville Senior High School, Mid-Maine Technical Center, the Alternative School, the Teen Parent School Program, and Adult Education. Classes begin at 8 a.m. and end at 2:15 p.m. depending on a student's schedule. Courses are offered in conjunction with counseling, field trips, service learning projects and other educational practices proven to be effective in meeting a student's needs. The operation is designed to be flexible with responsibility for choices being the main objective. The goal of both programs is for each student to earn a Waterville Senior High School diploma.

The Alternative School is an integral part of Waterville Senior High School. Students in this program may avail themselves of all the high school activities, courses, and facilities. Academic courses for high school credit are offered by certified teachers who work with students in both the Teen Parent School Program and the Waterville Alternative School. When appropriate, a student's schedule can be adjusted to include many educational options. Credit is granted for each course completed. Admission to the Alternative School is achieved through referrals from school administrators or guidance counselors. The Waterville Alternative staff makes the final decision about admission after an interview with the student and consideration of all pertinent information.

The Teen Parent School Program is designed to meet the unique needs of pregnant and parenting teens. Prenatal and parenting courses are required components of the curriculum. Individual counseling plus weekly support groups are a pivotal piece of the program. On-site childcare is available for babies, ages six weeks to preschool. Academic courses for high school credit are offered by certified teachers who work with students in both the Teen Parent School Program and the Waterville Alternative School. All interested students are asked to call the Teen Parent School Program to arrange an intake interview and tour in order to be referred to the Senior High School's Guidance Office where they will be considered for this school program.

CAREER PREPARATION

The Business Education Department curriculum provides an excellent foundation in entry-level job skills and college preparatory skills for today's technological environment. Students use these skills in preparing college and scholarship applications, in seeking part-time employment, and in fulfilling high school and college course requirements. Students completing the selection of courses are in an excellent position to offer competent, saleable skills to prospective employers.

CAREER PREPARATION 500: Students will experience a curriculum of career pathways by identifying requirements of career interests and aptitudes. Students will develop job-seeking skills - completion of employment applications, resumes, and job shadowing experience - and will create a career portfolio to encompass the research and experiences obtained in this class. This course is a graduation requirement beginning with the Class of 2011.

One semester. ½ credit.

BUSINESS MATHEMATICS 510: Do you know how to balance your checkbook? Plan a budget? Invest and save money? Negotiate and figure your loan payments? Compute your total job benefits, overtime, Social Security, taxes, and fringe benefits? Buy a car? Buy insurance? Look for an apartment? Figure depreciation? Students will learn to figure percentages, discounts, and interest. Students will also learn consumer life skills and improved money management. This course fulfills a graduation requirement in mathematics.

Prerequisite: Completed one credit in math. One year. 1 credit.

YEARBOOK 568: This course is for the student who wishes to incorporate advanced writing, computer skills, marketing, and art/photographic skills to create publications such as the yearbook. During this class, students will learn all aspects of publishing from initial design to technical layout and editing. Students will work within a team integrating writing, layout design, photography, public relations, sales and general communication skills. Students will be responsible for creating and completing sections of the yearbook, managing multiple schedules, and following and giving directions. Skills attained in this course are transferable to the fields of journalism, graphic arts, photography, business administration and management. Due to publishing deadlines, occasional lab time will be required after school.

One semester. ½ credit

JOBS FOR MAINE'S GRADUATES



JMG partners with public education and private businesses to offer results-driven solutions to ensure all Maine students graduate, attain post-secondary credentials, and pursue meaningful careers. JMG serves more than 6,500 students throughout Maine's 16 counties. JMG programs are hosted within Maine's public schools and classes and activities are led by JMG Specialists, which serve as educators and mentors. Specialists are able to develop student-centered personalized education plans based on curriculum focusing on academic knowledge, career development skills, leadership and team building.

Students join a self-governing Career Association that plans and develops community service activities and designs fund-raising projects to assist the program in paying for conferences and field trips.

JMG Grade 9 Program 596: Grade 9 Jobs for Maine Graduates (JMG) provides support for incoming freshmen as they transition to the high school. Curriculum includes verbal and written communication skills, job attainment skills, self-development, personal skills, literacy strategies, academic remediation, team building, and community involvement. Students earn high school credit for the class and build positive connections with school community. Students may be referred to the program by a guidance counselor, teacher, or self. Credit for the yearlong program is based on number of blocks assigned to a student.

Prerequisite – Freshman, application, and interview. One year. 1 or more credits based on time in program. JMG 9 meets the Career Preparation graduation requirement.

MULTI-YEAR PROGRAM 597: Grade 9, 10, 11 - The Multi-year Program stresses the growth and development of students within groups. The class focuses on activities that help students enhance self-awareness, interpersonal communication skills, exploration of career opportunities and the development of life goals. Students learn self-advocacy and public etiquette skills, participate in mock interviews, and job shadowing

experiences. Outside speakers and in-class activities enhance career and educational goal setting. Students are part of school and community service projects, work at team building activities, and prepare to secure summer employment.

Prerequisite – Freshman, Sophomore or Junior status, application, and interview. One year. 1 credit.

ENGLISH

Every student must enroll in an English course each of the four years of high school and obtain four credits in order to graduate. Required courses last for a full year and are worth one credit. Students are recommended for a particular level by their present English teacher. In place of standard courses in English, students may elect the heterogeneously grouped Humanities, or students may be eligible for junior and senior Advanced Placement classes.

The *Common Core State Standards Initiative* adopted by 48 states including the state of Maine has specific standards in four areas of English: reading, writing, speaking and listening, and language. A student mastering these standards will demonstrate independence, build strong content knowledge, and respond to varying demands of audience, task, purpose and discipline. They will comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and come to understand others perspectives and cultures. The following standards and skills are incorporated into WSHS's English curriculum and are addressed all four years of English classes.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details
Craft and Structure
Integration of Knowledge and Ideas
Range of Reading and Level of Text Complexity

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes
Production and Distribution of Writing
Research to Build and Present Knowledge
Range of Writing

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration
Presentation of Knowledge and Ideas

College and Career Readiness Anchor Standards for Language

Conventions of Standard English
Knowledge of Language

Vocabulary Acquisition and Use

GRADE NINE

HONORS ENGLISH 311: This course is an intensive discussion based class focusing on analytical writing and the study of literature for the highly motivated student. A variety of novels, plays, short stories, and poetry are read. Analytical skills are introduced and stressed both in the interpretation of literature and in writing argument and informative/explanatory papers. Vocabulary and grammar studies are also part of the curriculum. Substantial amounts of reading and writing will be assigned.

Prerequisite – Recommendation of Grade 8 teacher. One year. 1 credit.

CP ENGLISH 312: This course is a literature and writing class focusing on a variety of written works: novels, plays, short stories, poetry and nonfiction. Emphasis is on developing skills of analysis and a familiarity with different types of literature. Various writing styles are explored with the most attention given to argument and informative/explanatory writing. Vocabulary and grammar are also included in the curriculum. Hands-on projects and group work help students show their learning and knowledge of the material. Homework will include reading and writing assignments.

Prerequisite – Recommendation of Grade 8 teacher. One year. 1 credit.

MODERN ENGLISH WORKSHOP 313: This course is designed to address the needs of the student reading below grade level. Reading fluency, vocabulary development and writing skills will be addressed with the goal of significant gains towards functional high school literacy. Students will read high interest novels, short stories and nonfiction, including newspapers and magazines. Writing assignments will focus on developing ideas and communicating them clearly in paragraphs, essays, journals, and letters among other things.

Prerequisite – Recommendation of Grade 8 teacher, NECAP scores and grades. One year. 1 credit

GRADE TEN

HONORS ENGLISH 321: This course is an intensive discussion based class for the highly motivated student focusing on argument and informative/explanatory writing and the study of literature. A variety of novels, plays, short stories and poetry are read. Analytical skills are introduced and stressed both in the interpretation of literature and in writing expository papers. Vocabulary and grammar studies are also part of the curriculum. Substantial amounts of reading and writing will be assigned.

Prerequisite – Recommendation of previous English teacher. One year. 1 credit.

CP ENGLISH 322: This course is a literature and writing class focusing on a variety of written works: novels, plays, short stories, poetry, and nonfiction. Emphasis is on developing skills of analysis and a familiarity with different types of literature. Various writing styles are explored with the most attention given to argument and

informative/explanatory writing. Vocabulary and grammar are also included in the curriculum. Hands-on projects and group work help students show their learning and knowledge of the material. Homework will include reading and writing assignments.

Prerequisite – Recommendation of previous English teacher. One year. 1 credit.

MODERN ENGLISH WORKSHOP 323: This course is focused on the practical needs for literacy in today's world. Students will read some high interest novels, short stories and non-fiction, including newspapers and magazines. Writing assignments will focus on developing ideas and communicating them clearly in paragraphs, essays, journals, and letters among other things. Vocabulary and grammar studies are included in this class. Most assignments are completed in class.

Prerequisite – Recommendation of previous English teacher. One year. 1 credit

GRADE ELEVEN

HONORS AMERICAN LITERATURE 331: This course is an exposure to important literary works and themes from the colonial period to the present. A variety of novels, plays, essays and poetry will be read. Emphasis is placed on understanding the connections and differences between these works and our culture today. SAT vocabulary, argument and informative/explanatory papers and essays are emphasized in the curriculum, in addition to creative projects. Substantial amounts of reading and writing will be assigned.

Prerequisite – Recommendation of previous English teacher. One year. 1 credit.

CP AMERICAN LITERATURE 332: This course is an exposure to important literary works and themes from the colonial period to the present. This class is structured for students who plan to attend a two-year or four-year college and will include reading and analyzing literature and communicating effectively through the written and spoken word. Students will write argument and informative/explanatory papers, practice proofreading and editing skills, create workplace documents and prepare and give presentations. SAT vocabulary and grammar studies are also part of the curriculum. Attention is given to technical writing skills and course work that is relevant to student needs and workplace situations. Homework will include reading, writing, research, and editing assignments.

Prerequisite – Recommendation of previous English teacher. One year. 1 credit.

AP ENGLISH LANGUAGE AND COMPOSITION 338: This course is a college-level course designed to strengthen already strong reading, writing, and analytical thinking skills. Through the study of both American Literature and nonfiction writing, students will explore various language techniques and elements of style. The workload in the course is demanding and will require substantial out-of-class reading and writing. Students considering this course should have a strong understanding of English grammar and usage. Students who enroll in this course should consider taking the AP Language and Composition examination in the spring for possible college credits.

Prerequisite – Recommendation of previous English teacher. Successful completion of summer reading and writing requirement. One year. 1 credit.

GRADE TWELVE

HONORS WORLD LITERATURE 341: This course is an exposure to important literary works and themes from around the world. A variety of novels, plays, essays, and poetry will be read. Emphasis is placed on understanding the connections and differences between these works and our culture today. Vocabulary, argument and informative/explanatory papers, and college essays are part of the curriculum, in addition to creative projects. Substantial amounts of reading and writing will be assigned.

Prerequisite – Recommendation of previous English teacher. One year. 1 credit.

CP WORLD LITERATURE 342: This course is an exposure to important literary works and themes from around the world. This class is structured for students who plan to attend a two-year or four-year college and will include reading and analyzing literature and communicating effectively through the written and spoken word. Students will write argument and informative/explanatory papers, practice proofreading and editing skills, create workplace documents and prepare and give presentations. SAT vocabulary and grammar studies are also part of the curriculum. Attention is given to technical writing skills and course work that is relevant to student needs and workplace situations. Homework will include reading, writing, research, and editing assignments.

Prerequisite – Recommendation of previous English teacher. One year. 1 credit.

AP LITERATURE AND COMPOSITION 348: This course prepares students for the English Literature and Composition Advanced Placement Examination and places emphasis on students becoming active readers of literature. It demands the careful and deliberate reading of a variety of literary works, learning how to make careful observations of textual detail, and drawing inferences from these observations that will lead to an interpretive conclusion about the meaning and value of the explored work. Writing instruction includes the development of ideas in clear, coherent, and persuasive language with emphasis placed on helping students to develop a stylistic maturity. In addition to extensive reading, students will write numerous analytical analyses and “reaction” papers and will discuss works in small and large groups.

Prerequisite – Recommendation of previous English teacher. Successful completion of summer reading and writing requirement. One year. 1 credit.

HUMANITIES 480: The Humanities course fulfills the senior requirement in both social studies and English. Refer to the Social Studies Department course descriptions.

Prerequisite – Successful completion of Junior English and recommendation of English teacher. One year. 2 credits. One block daily.

ENGLISH ELECTIVES

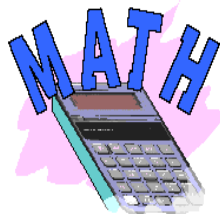
CREATIVE WRITING 347: This course is a one semester elective open to all students. It will provide opportunities for students to try their hand at writing fiction, nonfiction, and poetry. Students will share their work, learn to critique and be critiqued with an eye to

honing their own unique skills and voice. They will experience a collegiate workshop environment that will push them to produce their best work and encourage them to pursue their passions. One semester. ½ credit. This course is an elective and may not replace any of the required four credits of English.

INTRODUCTION TO DRAMA 349: This course will cover the fundamentals of theater, especially improvisation, theater terminology, and acting technique. We will focus our acting to monologues, two person scenes and small group scenes. A live performance will be the final exam for the completion of this course.

One semester. ½ credit. This course is an elective and may not replace any of the required four credits of English. It fulfills 1/2 credit of the visual and performing arts requirement.

MATHEMATICS



The Mathematics Department offers a variety of courses, ranging from general mathematics to ADVANCED PLACEMENT®. The curriculums for the math courses are aligned with the *Common Core*. The mathematics department faculty recommends that a student who is not entirely comfortable moving to the next consecutive level discuss the academic options with his/her current instructor.

Many colleges and universities require a placement exam for their math courses, including all University of Maine campuses and Maine Community Colleges (e.g. Accuplacer). It is with this understanding that the Math Department has the following goals:

- Every graduate of WSHS will have extensive practice in the requisite skills necessary to pass the Accuplacer math placement test. Accuplacer like assessments and remediation will be given as part of every course.
- An Algebra I competency assessment will be used as a basis for instructor recommendation into the following courses: Algebra II, Pre-Calculus, Calculus, AP Calculus and AP Statistics. Students will be allowed multiple opportunities, as well as remediation, to improve their skills and knowledge of basic algebra concepts.

The Mathematic department strongly focuses on the following learning expectations.

Each student shall be a clear and effective communicator

Each student shall be a creative and practical problem solver

OVERVIEW

The Common Core State Standards (CCSS) for Mathematics are organized by grade level in Grades K–8. At the high school level, the standards are organized by conceptual category showing the body of knowledge students should learn in each category to be college and career ready, and to be prepared to study more advanced mathematics.

The High School Mathematical Practice Standards are listed in conceptual categories. These categories are:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice.

The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Students will use scientific and graphing calculators in Algebra I and beyond. Whenever appropriate, students will be exploring solutions to problems through the use of scientific and graphing calculators to support pencil and paper solutions. It is therefore recommended, that whenever possible, students have access to a scientific or graphing calculator.

Students need three math credits for graduation.

AP CANDIDATES

9th Honors Geometry
 10th Honors Algebra II
 11th Honors Pre-Calculus
 12th AP Calculus AB, AP Calculus BC
 AP Statistics or CP Calculus

SEQUENTIAL OFFERINGS

9th CP Algebra I - Block Schedule
 10th CP Geometry
 11th CP Algebra II
 12th CP Pre-Calculus or
 AP Statistics

SEQUENTIAL TECH-PREP OFFERINGS

Applied Geometry

 College Mathematics

SEQUENTIAL OFFERINGS

9th CP Algebra I – 40 Minutes Daily or
 Algebra I 80 Minutes Daily
 10th CP Geometry
 11th CP Algebra II

SEQUENTIAL OFFERINGS

9th Algebra
 10th CP Geometry
 11th CP Algebra II

CP ALGEBRA I 231: The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. Both the study of Descriptive Statistics and Probability are continued in this course.

Prerequisite – Pre-Algebra. One year. 1 credit.

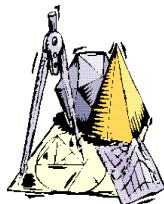
APPLIED GEOMETRY 269: This course is a rigorous, hands-on approach to high school geometry concepts in one year. Applied Geometry is heavy on word problems and workplace applications. Topics include problem solving, measurement, proportional mathematics, two and three dimensional shapes, trigonometry, spatial visualization, diagramming, and geometric transformations. Additional topics may include quality assurance and process control, logic, and additional workplace applications. Laboratory activities and visitations to technical/community colleges and job sites are also included in the curriculum based on student needs and available resources.

Prerequisite – Algebra I. One year. 1 credit.

CP GEOMETRY 263: This course in Euclidean Geometry is an inductive approach to developing theorems about plane figures, with an emphasis on parallelograms, triangles, and circles. Also included are area and volume problems. By the end of this course a student must score a 70% on an Algebra 1 assessment as a prerequisite for

Algebra 2. Students will be allowed multiple opportunities, as well as remediation, to improve their skills and knowledge of basic algebra concepts throughout the year in order to achieve the 70%.

Prerequisite - Algebra I. Students must also pass the Pre-Algebra 85 Test with a 70 or better. One year. 1 credit.



HONORS GEOMETRY 268: This course in Euclidean Geometry is for those students who are in the ADVANCED PLACEMENT® track. It is a more rigorous course than 263. An inductive approach to develop theorems about plane figures, along with proofs is a major part of this course. By the end of this course a student must score an 85% on an Algebra 1 assessment as a prerequisite for Honors Algebra 2. Students will be allowed multiple opportunities, as well as remediation, to improve their skills and knowledge of basic algebra concepts throughout the year in order to achieve the 85%.

Prerequisite – Departmental recommendation or junior high school recommendation. Students must also pass the Pre-Algebra 85 Test with a 85 or better. One year. 1 credit.

COLLEGE MATHEMATICS 245: This course follows the curriculum for MS 205 (College Mathematics) at Thomas College. Topics include workplace applications of Pre-Algebra, Algebra I, and Statistics topics. Successful students will receive 3 college credits in College Mathematics at Thomas College.

Prerequisite – Geometry, Applied Geometry or departmental recommendation. One year. 1 credit.

CP ALGEBRA II 241: This course includes the following topics: equations and inequalities, graphing linear relations and functions, systems of linear equations and inequalities, matrices, polynomials, quadratic functions and inequalities, conic sections, polynomial functions, rational expressions, and exponential and logarithmic functions. Trigonometric functions are explored. Graphing calculators are used in graphing and matrices. Instructors will use an Algebra I Assessment for recommending students to this course. A grade of 70 on this assessment is necessary for instructor recommendation.

Prerequisite – CP or Honors Geometry. Students must also pass the Algebra I 85 Test with a 70 or better. One year. 1 credit.

HONORS ALGEBRA II 248: This course is for students who are in the ADVANCED PLACEMENT® track. It includes equations and inequalities, graphing linear relations and functions, systems of linear equations and inequalities, matrices, polynomials, quadratic functions and inequalities, conic sections, polynomial functions, rational expressions, and exponential and logarithmic functions. Trigonometric functions are explored. The graphing calculator is used as a tool in this course. Instructors will use an

Algebra I Assessment for recommending students to take this course. A grade of 85 on this assessment is necessary for instructor recommendation.

Prerequisite – Honors Geometry or departmental recommendation. Students must also pass the Algebra I 85 Test with and 85 or better. One year. 1 credit.

CP PRE-CALCULUS 251: This course continues the development begun in Algebra I and II. Practice in the fundamental skills of Algebra, Geometry, and Trigonometry is provided while advanced topics are introduced and practiced. Topics include linear relations and functions, systems of equations and inequalities, nature of graphs, polynomial and rational functions, and trigonometric functions. Other topics include graphs of trigonometric functions, trigonometric identities, vectors and parametric equations, polar coordinates and complex numbers, and conics.

Prerequisite – CP or Honors Algebra II. One year. 1 credit.

HONORS PRE-CALCULUS 258: This course continues the development begun in Algebra I and II. Practice in the fundamental skills of Algebra, Geometry, and Trigonometry is provided while advanced topics are introduced and practiced. Topics include linear relations and functions, systems of equations and inequalities, nature of graphs, polynomial and rational functions, trigonometric functions, graphs of trigonometric functions, trigonometric identities, vectors and parametric equations, polar coordinates and complex numbers, conics, exponential and logarithmic functions, sequences and series, combinations and probability, graph theory, limits, derivatives and integrals.

Prerequisite – Honors Algebra II or departmental recommendation. One year. 1 credit.

CP CALCULUS 271: This course is designed for prospective mathematics majors as well as students whose primary interests are engineering, physics, business, or life sciences. This course contains an intensive review of the topics from algebra, trigonometry, and analytic geometry in an incremental development. Topics will include functions, limits, derivative of functions, the differential and introduction to integrals.

Prerequisite – Pre-Calculus. One year. 1 credit.

AP CALCULUS/AB 278: This course will follow the CEEB syllabus for ADVANCED PLACEMENT® Calculus/AB and will be the equivalent of a rigorous semester of college calculus. Topics will include inequalities, absolute value, intervals, functions, limits, derivatives of functions, and integrals.

Prerequisite – Departmental recommendation. One year. 1 1/2 credits.

AP CALCULUS/BC 288: This course follows the CEEB syllabus for Advanced Placement Calculus/BC and is the equivalent of two semesters of college calculus. Topics will include all of the topics of AP Calculus/AB plus vectors, polar graphs, elementary differential equations and infinite series including tests for convergence.

Prerequisite – Departmental recommendation. One year. 1.5 credits.

AP STATISTICS 298: Introductory statistics includes terminology, data collection, measure of variation, normal distribution, probabilities, research designs, standard error, tests of significance, and class projects. Students will use graphing calculators and computer software in order to develop simulations that model real-life problems. Successful students will receive 3 college credits in Statistical Inference and Decision Making (MS 301) at Thomas College.

Prerequisite – CP or Honors Algebra II. One year. 1 credit.

STATISTICS AND PROBABILITY 297: This course is designed to meet the growing needs of the business community and first year college students. A student who successfully completes this course will demonstrate proficiency with the Statistics and Probability standards in the Common Core. Students will understand how visual displays and summary statistics relate to different types of data and to probability distributions. Students will use different ways of collecting data, including sample surveys, simulations and experiments, and they will understand the role randomness and careful design play in the conclusion that can be drawn. They will summarize, represent, and interpret data. Students will create theoretical and experimental probability models. They will compute and interpret probabilities from those models which will include mutually exclusive events, independent events, and conditional probability. The use of technology to solve problems will be greatly emphasized. Therefore, the prerequisite for this course is successful completion of Algebra I. It can be taken concurrently with any other math course higher than Algebra I.

Prerequisite – Algebra I. One year. 1 credit

MODERN AND CLASSICAL LANGUAGES



Why study a second language?

The rewards of studying a second language are many. It can fulfill college entrance requirements and increase one's awareness and understanding of English. Also, the knowledge of another language will enable the student to participate in exchange programs, to study abroad while in college, and to travel to another country with the confidence of being able to communicate effectively.

Many industries and companies need personnel fluent in a second language in addition to the specialized skills of the particular job. Such people gain the opportunity to travel and to earn better salaries than their monolingual counterparts. In addition, the Foreign Service, the Peace Corps, the United Nations, the Border Patrol, Immigration and

Naturalization Services and other agencies offer many opportunities for interesting and challenging work at home and abroad.

Which language should the student study?

Which language one studies is less important than the effort and time devoted to learning. Spending as many years as possible with one language is much better than trying one or two years of several languages. Successful students, however, may choose to ADD a second foreign language while continuing the sequence of their first language.

Latin: Latin is the foundation for much of the grammar and vocabulary in the English, French, and Spanish languages. Since western civilization had its beginnings in ancient Greece and Rome, the study of Latin also enhances the study of history.

French: Students with family members who speak French at home and/or relatives who live in Quebec have an advantage in having heard the language. The study of French becomes more important as the U.S. continues economic trade with Atlantic Canada, Québec, Francophone African Nations, and France.

Spanish: This language is spoken in Spain and in almost all of the countries of Central and South America and the Caribbean as well as by millions of United States citizens. Free trade has opened up many opportunities in Central and South America for people with Spanish competency.

LATIN I 885: Emphasis will be on continual oral and written drill exercises to reinforce the acquisition of basic Latin grammar and vocabulary, as well as to enable the student to read and translate fascinating stories from mythology and legend. It is a “living” language; ergo, there is a heavy emphasis on both Latin roots and English derivative vocabulary building. The study of Latin benefits the student in many ways: a better mastery of the English language, in both grammar and vocabulary (improved SAT/college board scores!), a means towards more logical thinking and organized study, and a greater appreciation of the foundations of Western civilization through Rome’s contributions to art, literature, architecture, politics, and government.

Prerequisite - none. One year. 1 credit.

LATIN II 886: Second year Latin students will first complete an extensive review of grammar learned in the first year. They will then proceed to study intermediate Latin grammar and to build more vocabulary. The course is rounded out with an in-depth study of English word building, based on analysis and decoding of Latin roots, prefixes, and suffixes. Emphasis will also be placed on modern medical and legal uses of Latin. Translation work and cultural study will focus on historical heroes or villains of Rome as well as the expansion of Rome power from Romulus and the seven kings through the Republic to the early Empire. Completion of this course provides the minimum college admissions requirements for language study, although not all of the standards for Maine State Parameters for Essential Learning.

Prerequisite - Successful completion of Latin I. One year. 1 credit.

LATIN III 887: The third-year in Latin offers an intellectually stimulating, challenging, and enjoyable program, which rewards students who have worked diligently and persevered through the demands of the first two years' foundation of grammar. Course work often takes the form of discussion, team projects and/or independent research, with a focus on Greek, as well as Roman, culture and history. Another important objective of the course is an ongoing study of etymology (English word-building), as well as further study of mythology, and a comparative (Greek versus Roman) literature/history survey.

Prerequisite – Successful completion of Latin II. One year. 1 credit.

LATIN IV 888: The fourth-year Latin program is designed to be similar to a college seminar class, including extensive translation of excerpts from a survey of Latin authors; discussion and analysis of Roman politics, literary style, etc.; frequent writing in the form of the three-point essay, in English; and considerable self-responsibility for assignments. The course, as a whole, includes some AP authors and provides a rigorous AP-caliber program; however, it does not carry AP Latin, due to a moderate expectation for project in the first semester and literary research project in the second semester expands the Latin IV student's global mastery. The SAT II achievement test in Latin is encouraged. Enrollment in and completion of the fourth year of Latin prepares the student for significant academic success at college and is therefore highly valued by college admissions personnel.

Prerequisite – Successful completion of Latin III. One year. 1 credit.

FRENCH I 889: This course, for beginners only, develops novice listening comprehension and pronunciation skills. Students also learn to read and write what they are able to understand and say in the target language.

Prerequisite - none. One year. 1 credit.

FRENCH II 890: This course continues the development of the four basic skills: listening, speaking, reading, and writing, and picking up where the students stopped in level I. There is increased emphasis on reading, writing, grammar and cultural materials.

Prerequisite – Successful completion of French I. One year. 1 credit.

FRENCH III 891: Along with an intensive review and extension of the grammar of French I and II, new verb forms such as the imperfect, future, and conditional will be introduced. Readings will be devoted to short stories and contemporary issues in France. There will be class discussions on familiar topics conducted in French. There will be intensive oral work, which will include discussions, role playing, videos and presentations in the the target language.

Prerequisite – Successful completion of French II. One year. 1 credit.

FRENCH IV 892: This course extends the student's knowledge of the Francophone world while extending the ability to express oneself. It focuses on mastering basic verb

tenses and fundamental grammatical structures at the low intermediate level. The student is expected to use both oral and written French in class. Practice is achieved through classroom instruction, authentic reading selections and French films, as well as class discussions conducted in the target language using vocabulary relevant to everyday conversations.

Prerequisite—Successful completion of French III. One year. 1 credit.

FRENCH V 893: This course is designed to acquaint the student with the history and current culture of France and Francophone countries through reading contemporary and authentic materials, literature, and the use of film and the Internet. The class is conducted primarily in French and requires the student to participate in conversation and oral activities, study advanced grammar, read and analyze news articles, and watch content appropriate movies and documentaries. Vocabulary and grammar are studied to the extent necessary to improve writing skills and promote the use and comprehension of French in reading and in class discussion.

Prerequisite- Successful completion of French IV. One year. 1 credit.

SPANISH I 894: This course, for beginners only, develops novice listening comprehension and pronunciation skills. Students are also exposed to basic readings in the target language and write short string of sentences of what they are able to understand and say in Spanish.

Prerequisite - none. One year. 1 credit.

SPANISH II 895: This course continues the development of the four basic level skills: listening, speaking, reading, and writing, and picking up where the students stopped in level I. There is increased emphasis on reading, writing, grammar and cultural materials.

Prerequisite - Successful completion of Spanish I. One year. 1 credit.

SPANISH III 896: This course reviews the basic grammar concepts studied in Spanish I and II, and refines the student's ability to read and write in Spanish. As students continue to build oral and written communication skills in Spanish, they should feel more comfortable using what they have learned in Spanish I and II to experiment with more complex sentence structure. Spanish is used more often in class as a communication tool to develop better speaking and listening skills of the language. There will be intensive oral work, which will include discussions, role playing, videos and presentations in the the target language. In addition, students will continue studying cultural aspects of the Spanish speaking countries.

Prerequisite - Successful completion of Spanish II. One year. 1 credit.

SPANISH IV 897: This course extends the student's knowledge of the Hispanic world while extending the ability to express oneself. It focuses on mastering basic verb tenses and fundamental grammatical structures at the low intermediate level. The student is expected to use both oral and written Spanish in class. Practice is achieved through textbook instruction, authentic reading selections and videos and by learning vocabulary relevant to everyday conversations.

Prerequisite – Successful completion of Spanish III. One year. 1 credit.

SPANISH V 898: This course is designed to acquaint the student with the geography, history, and culture of Spain and Latin America through reading contemporary materials, literature, and the use of videos and the Internet. The class is conducted primarily in Spanish and requires the student to participate in conversation and oral activities, study advanced grammar, read and analyze Hispanic poems, short stories, books and plays, and watch content appropriate movies and documentaries. Vocabulary and grammar are studied to the extent necessary to improve writing skills and promote the use and comprehension of Spanish in reading and in class discussion.

Prerequisite - Successful completion of Spanish IV. One year. 1 credit.

SCIENCES



Beginning with the class of 2018, three years of science will be required. This will ensure that all graduates will receive adequate instruction in the Next Generation Science Standards (NGSS). The sequence will be Physical Science (either 111 or 113), Biology (either 121 or 123), and Chemistry (either 148, 151, or 153). There will be no specific laboratory requirement, as each of these courses places heavy emphasis on laboratory work. All three courses will include the basic content standards found in a traditional course, but will contain an engineering component as well as earth science content standards woven throughout the curriculum. Individual colleges may have different guidelines for their requirements, so students should work with their guidance counselor to ensure that these requirements are met.

Special interest electives include: Introduction to Forensics and Human Anatomy.

Most upper level science courses have a strict mathematical prerequisite because of the mathematical nature of these classes. It is required that the student select a suitable course in mathematics in conjunction with the selection in science. Please note courses that carry 1 ½ credits meet daily. In college preparatory science classes, there will be great emphasis on the use of technology as a learning tool.

PHYSICAL SCIENCE

CP PHYSICAL SCIENCE 111: Offered as the first year of the required three-year sequence in science (beginning with the Class of 2018), this is a survey of laboratory-oriented physical science and earth science topics emphasizing mathematical application and scientific and engineering practices. The process of science will be a major emphasis and will be assessed throughout the year. Major topics will include the

Laws of Motion, Kinetic and Potential Energy, and Heat and Temperature. Earth science concepts that align with the new science standards, including the origins of the universe and plate tectonics, will also be covered.

Prerequisite - Must be enrolled in Algebra I or higher. One year. 1 credit.

APPLIED PHYSICAL SCIENCE 113: Offered as the first year of the required three-year sequence in science, beginning with the Class of 2018, this course will explore the topics of the Laws of Motion, Kinetic and Potential Energy, and Heat and Temperature. Earth science concepts that align with the new science standards will also be covered. This course will build the mathematical foundation for further studies in science and will focus on the development of these skills. The process of science as well as engineering design will be incorporated throughout the year.

One year. 1 credit.

BIOLOGY

AP BIOLOGY 128: ADVANCED PLACEMENT® Biology is a freshman level college course. The updated College Board curriculum covers the four “Big Ideas”. Throughout the course the students will work on identified Learning Objectives and utilize seven science practices. Successful students may receive college credit or advanced standing with participating institutions.

Prerequisite – CP Biology, Chemistry, and approval of instructor. One year. 1 ½ credits.

CP BIOLOGY 121: Offered as the second year of the required three year sequence (beginning with the Class of 2018), this laboratory oriented college preparatory course will cover subject matter dealing with the unity, diversity, and continuity of life; the comparative study of anatomy and physiology of unicellular and multi-cellular organisms; the study of fundamental ecological principles; and the impact of biological technology on society. Earth science topics that are in the new science standards concerned with the history of the earth and interactions in the biosphere will also be included. Students enrolled in this course generally expect to go to a four-year college. Students must have passed Algebra I before taking this class. We strongly recommend that a student complete physical science with a grade of 75 or higher before taking this course.

Prerequisite – Algebra I. One year. 1 1/2 credits.

APPLIED BIOLOGY 123: Offered as the second year of the required three year sequence (beginning with the Class of 2018), this course will provide students with a qualitative overview of biological principles as well as scientific process. Topics to be considered will include: cell biology, genetics, ecology, and classification systems. Earth science topics that are in the new science standards concerned with the history of the earth and interactions in the biosphere will also be included. Students will be routinely engaged in laboratory activities that stress proper lab techniques and underscore the practical significance of the topic under study.

Prerequisite – Successful completion of Physical Science. One year. 1 credit.

CHEMISTRY

AP CHEMISTRY 158: ADVANCED PLACEMENT® Chemistry is a freshman level college course. This course is intended as a second year of chemistry for motivated science students who excelled in Chemistry 148 or 151. The course will cover the six “Big Ideas”, as outlined in the new AP Chemistry curriculum (fall, 2013). It will emphasize depth over breadth, and will expose students to recommended science practices that will lead to enduring understanding. Upon completion of the course students will be expected to take the College Board Examination. Successful students may receive college credit or advanced standing with participating institutions.

Prerequisite – Algebra II, exemplary performance in CP Chemistry, and approval of instructor. One year. 1 1/2 credits.

HONORS CHEMISTRY 148: Offered as the third year of the required three year sequence (beginning with the Class of 2018), Honors Chemistry is intended for qualified students who have successfully completed Biology and who have a strong interest in pursuing a career in science. The same topics as described in Chemistry 151 will be covered, with more emphasis on the quantitative nature of the material. Students enrolled in this course should have skill and interest in mathematics and science and generally expect to attend a four-year college. Completion or co-enrollment in CP Algebra II is strongly recommended.

Prerequisite – Algebra I and successful completion of Biology. One year. 1 1/2 credits.

CP CHEMISTRY 151: Offered as the third year of the required three year sequence (beginning with the Class of 2018), this is a laboratory oriented college preparatory course with a strong mathematical component. Some of the topics include states of matter, atomic and electronic structure, the periodic table, bonding, the mole concept, reactions, and stoichiometry. The new earth science content standards concerned with meteorology and climate change will also be included. We strongly recommend that a student complete CP or Honors Biology with a grade of 75 or higher before taking this course. Also, because of the mathematical nature of this course, completion or co-enrollment in CP Algebra II is strongly recommended.

Prerequisite – Algebra I and successful completion of Biology. One year. 1 1/2 credits.

APPLIED CHEMISTRY 153: Offered as the third year of the required three year sequence (beginning with the Class of 2018), this course is intended for students who may need additional instruction in quantitative work. It will reinforce those quantitative skills needed in a vocational program and will help prepare students for the Accuplacer Exam. The course will include the following topics: atomic structure, periodicity, chemical reactions and bonding, stoichiometry, gas laws, solubility, acids and bases, and electrochemistry. The new earth science content standards concerned with

meteorology and climate change will also be included. The concepts will be reinforced through the use of traditional laboratory and calculator based experiments, as well as computer simulations.

Prerequisite – Algebra I or equivalent and Biology. One year. 1 credit.

PHYSICS

AP PHYSICS 168: This course follows the ADVANCED PLACEMENT® Physics “C” curriculum, implemented in the fall of 2014. Physics “C” is a calculus-based physics class that covers all major areas of mechanics. This course is intended for those students whose mathematical abilities are better than average. Very heavy emphasis will be placed on problem-solving techniques. Upon completion of the course students will be expected to take the College Board Physics C Examination. Successful students may receive college credit or advanced standing with participating institutions.

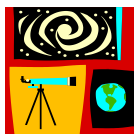
Prerequisite – Precalculus and coenrollment in Calculus. One year. 1 credit.

CP PHYSICS 161: This laboratory oriented college preparatory course is organized around the consideration of these topics: Newtonian mechanics, optics, electricity and magnetism, atomic and nuclear physics. Heavy emphasis is placed on problem-solving techniques. A stronger than average mathematical background is helpful.

Prerequisite – Algebra II, or approval of instructor. One year. 1 1/2 credits.

APPLIED PHYSICS 162: This course is intended for students who have some interest in physical science and who plan to pursue additional study at a technical or vocational school. The course of study will include an in-depth study of selected topics including mechanics, energy, electricity, optics, and selected topics in atomic and nuclear physics.

Prerequisite – Algebra I and Chemistry or Biology. One year. 1 credit.



SCIENCE ELECTIVES

It should be noted that some electives may not be offered due to limited staff as well as insufficient student interest.

HUMAN ANATOMY 180: This course presents a detailed study of the elegant design and function of the human body. A systems approach is used and emphasis is placed upon how body systems work together. The mind body connection is stressed, and students contemplating a health related career are encouraged to take this course.

Prerequisite – Biology and at least coenrollment in Chemistry. One Year. 1 credit.

INTRODUCTION TO FORENSICS 184: This course examines all aspects of science involved in the investigation of a crime scene. It takes a problem solving approach and will include considerable writing and lab analysis. Topics covered will include: human anatomy, toxicology, DNA analysis, fingerprinting, crime scene processing, hair and fiber analysis, and trace evidence examination. Any student who has successfully completed two years of science (students in the Class of 2018 and subsequent classes must also be co-enrolled in chemistry) may elect to take this course.

Prerequisite – Two years of science as noted above. One Year. 1 credit.

SOCIAL STUDIES



The Social Studies Department offers courses designed to help students understand themselves, their world and the relationship between the two. Students are required to investigate two distinctive areas: World History and U.S.A. in the World. Students are also encouraged to take a fourth year elective in social studies as a mean of fulfilling graduation requirements.

FIRST YEAR COURSE OFFERINGS

WORLD HISTORY PATTERNS AND PROCESSES OF HISTORY 400: This course will focus on the patterns and processes of human development and the constant themes that are seen in the development of people and culture around the world and through time.

One year, 1 credit.

APPLIED WORLD HISTORY PATTERNS AND PROCESSES OF HISTORY 404: This course covers the main points of World History 400. It also emphasizes the development of literacy strategies, communication skills, and organizational habits. Class time is highly structured to support student learning.

Prerequisite: Teacher recommendation. One year, 1 credit.

HONORS WORLD HISTORY- PATTERNS AND PROCESSES OF HISTORY 405: This course has the same curriculum as the assessments are more academically challenging than world history 400. Students who sign up for Honors English should also take this.

Prerequisite: Guidance recommendation. One year, 1 credit.

SECOND YEAR COURSE OFFERINGS

AP UNITED STATES HISTORY 438: Advanced Placement United States History is a yearlong survey, which examines the history of the United States from pre-colonial days to approximately 1980. It is an accelerated course, which requires an extensive amount of reading, writing, and research. Students not only study textbook analysis and commentary, but are deeply involved in firsthand inspection of the historical record

through primary documents. Standard procedure is for students to take the College Board ADVANCED PLACEMENT® Test in May. Successful students may receive college credit or advanced standing with participating institutions.

Prerequisite – World History. One Year, 1 credit.

USA IN THE WORLD PATTERNS AND PROCESSES OF HISTORY 430: This course is built around U.S.A.'s history in the world, a global perspective on the American experience. Our story of World History ended at the age of Enlightenment, and this is where U.S.A. in the World picks up. Students use selected events in United States History to examine the interaction of this new Atlantic Rim power with the rest of the world. Starting with an examination of the enlightenment concepts of equality, freedom and public choice, the course exposes students to important events in our history and their relationship to the rest of the world. U.S.A. in the World ends with an examination of the world at the time of the students' birth.

Prerequisite – World History. One year, 1 credit.

APPLIED USA IN THE WORLD PATTERNS AND PROCESSES OF HISTORY 432: This course covers the main points of U.S.A. in the World 430. It also emphasizes the development of literacy strategies, communication skills, and organizational habits. Class time is highly structured to support student learning.

Prerequisite – Applied World History & Teacher recommendation. One year, 1 credit.

THIRD YEAR ELECTIVE COURSE OFFERINGS

Before a student may enroll in electives, credits for the two core courses must be earned as a prerequisite. Several electives are semester courses in which a student can earn half a credit.

The electives offered by the social studies department fall into four categories:

1. political science
2. humanities
3. social science
4. advanced placement

AP COMPARATIVE GOVERNMENT & POLITICS 468: This is a college-level course designed to prepare students to take the AP Comparative Government examination. The course is designed to give students an analytical perspective on government and politics and acquaints students with the variety of theoretical perspective and underpinnings of World Nation States, political beliefs and behaviors, political parties and interest groups, mass media, policy formation and civil rights. Students will interpret and utilize basic data relevant to government and politics to write comprehensive essays and free propositions about government and politics as well as to analyze political relationships between people and institutions and between different institutions.

Prerequisite – World History and USA in the World. One year, 1 credit.

POLITICAL SCIENCE ELECTIVES

CIVICS IN THE U.S.A. 460: This course examines topics essential to active citizenship and an understanding of American governance and its place in the world. Topics include: history of the U.S. Constitution, political economy, domestic and foreign political policy, consumer education and economics, civil rights, media literacy, civil discourse, along with current issues and events.

Prerequisite – World History and USA in the World. One year, 1 credit.

APPLIED CIVICS IN THE U.S.A. 465: This course covers the main points of Citizenship in the U.S.A. It also emphasizes the development of literacy strategies, communication skills, and organizational habits. Class time is highly structured to support student learning.

Prerequisite – Applied World History and USA in the World. One year, 1 credit

Teacher recommendation. One Year, 1 credit.

FOURTH YEAR ELECTIVE COURSE OFFERINGS

Before a student may enroll in electives, social studies credits for the **World History & USA in the World** must be earned as a prerequisite.

HUMANITIES ELECTIVES

HUMANITIES 480: This course utilizes an interdisciplinary approach. Its philosophy encompasses a thematic approach to learning. The major areas of study incorporate music, art, literature, political science, history, philosophy, religion, and drama. Humanities involves the thoughts, creations, and opinions of people in the past and present. This knowledge can inform people about their origins, their roots, their neighbors, and themselves. It can also help in developing self-identification and in making people more human. Humanities is open to all seniors. Successful completion will satisfy the Senior English and third year social studies requirements. Humanities meets one block daily. As of school year 2010/11 This course no longer fulfills the fine arts requirement.

Prerequisite –World History and USA in the World along with successful completion of Junior English. One year - One block daily, 2 credits.

SOCIAL SCIENCE ELECTIVES

INTRODUCTION TO SOCIOLOGY 450: Introduction to Sociology is an elective course that studies human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. Introduction to Sociology teaches us to look at life in a systematic way. The way that we view the world comes from what we learn in our everyday activities. The values, beliefs, and lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality. This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study ourselves and the society that influences our behavior. This is designed as a semester course for high school students who have completed the two "core" courses.

Prerequisite – World History and USA in the World. One semester, 1/2 credit

ADVANCED PLACEMENT ELECTIVES

AP PRINCIPLES OF ECONOMICS 448: This course is a yearlong course which introduces students to fundamental economic concepts and simultaneously prepares students for successful performance on the AP Economics examination offered in May. During the first semester, students focus on micro-economic issues including supply and demand, markets and prices, types of firms and their costs, profits, and market power. Course content shifts to macroeconomics in the second semester. Here, students examine Gross Domestic Product accounting, inflation, unemployment, government spending, monetary policy and fiscal policy, Supply-side Policy, international trade and the trade deficit/surplus, and international currency and exchange markets. This course is currently only offered at Winslow Senior High School. The student must purchase a course textbook.

Prerequisite – World History and USA in the World. One year, 1 credit.

AP WORLD HISTORY 418: This course develops greater understanding of the evolution of the global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytic skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as, comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily in the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents. Specific themes provide further organization to the course with the consistent attention to contacts among societies that form the core of world

history as a field of study. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from prehistory to the present.

One year, 1 credit

SPECIAL SERVICES

Students who require individual and/or small group instruction may be placed in one or more of the programs listed here through a referral and an Individual Education Plan meeting and recommendation. Available for students in grades 9 through 12, these programs are a continuation of services offered in grades K-8.

SPECIAL EDUCATION: Special Education teachers offer two types of instruction, one supplementing the student's work in a regular class and the other providing an individualized course which replaces a mainstreamed class. Students who remain in regular classes may receive special help in reading and study skills for which credit is awarded. Other students may be given support on a non-credit basis. Subjects offered to replace regular classroom instruction may include English, Mathematics, History, Government, Fitness and Health.

One year. 1 credit. One semester. ½ credit.

PRE-VOCATIONAL PROGRAMS: This program is designed for, but not limited to, students in grades 9-12 with developmental disabilities. These classes teach English, Math, and Employment Skills using a functional life skills curriculum. The morning class (Block 1 or 5) operates a breakfast café daily from 8-9:15 a.m. The students perform various jobs (i.e., cook, waiter/waitress, cashier, baker, housekeeper, crafter, and helper).

ACADEMIC REINFORCEMENT: This course is intended to provide the special education student with the study and organizational skill strategies necessary not only for success in school, but also at home and in the community. Students will be encouraged to make connections between these skills and content area subjects.

One year. 1 credit. One semester. ½ credit.

VISUAL ARTS



The arts include dance, music, theater and visual art. In an increasingly technological world, the arts help all students to develop multiple capabilities for creating, understanding, deciphering, and appreciating an image-and symbol-laden world. The

arts are concerned with intellectual, emotional, and physical faculties that in combination can be used to present issues and ideas, teach or persuade, entertain, plan, beautify, and design both functional and expressive works. Experiencing and creating art brings lifelong enjoyment to students and an array of expressive, analytical, and developmental tools to use in their daily lives.

The arts play a valued role in creating cultures and developing and documenting civilizations. Students of the arts gain powerful tools for:

- Communicating through creative expression;
- Understanding human experiences, past and present;
- Adapting to and respecting the way others think, work, and express themselves;
- Using artistic modes of problem solving, which, in turn, bring an array of expressive, analytical, and developmental tools to every human situation;
- Understanding the power of the arts to create and reflect cultures;
- Understanding the impact of design on virtually all we use in daily life;
- Understanding the interdependence of work in the arts and the worlds of ideas and events;
- Making decisions in situations where there are no standard answers;
- Analyzing nonverbal communication and making informed judgments about cultural products and issues; and for
- Communicating thoughts and feelings in a variety of modes, thereby providing a more powerful repertoire of self-expression.

Visual & Performing Arts Standards: All visual art courses are aligned to meet the MLR:

- Interdisciplinary Literacy
- Creation, Performance and Expression
- Creative Problem-Solving

Interest and curiosity are prerequisites to succeed in producing drawings, paintings, prints, sculptures, ceramics, and craft projects. For students who wish to pursue further studies in the visual and performing arts, advanced classes such as Photography and AP Studio are offered. Customarily, a student begins in Introduction to Art and placement in subsequent art classes is determined by demonstrated skill and interests.

Grades are predicated on individual and collaborative participation, completed projects, homework, a mid-term exam, and a final project. Additionally, students are encouraged to participate in local, state and national art competitions, as well as to serve the school and community with their talents.

INTRODUCTION TO ART AND DESIGN 810: This course emphasizes the study and practice of basic artistic skills and techniques. Aesthetics, production, criticism, and historical principles are addressed with hands-on experiences in a broad-range of media: pencil, paint, ink, clay, paper mâché, etc. Students will learn how to visually express themselves as they learn new skills.

One year. 1 credit.

ART SMARTS (Student Mindful Achievements for Realizing True Success) 808:

This course is for the student that, “just missed meeting the basic requirements” for successful completion of Introduction to Art (final grade of 50-59). Structure and previous evidence of emerging demonstrations of an Introduction to Art class provide the vehicle for instruction and background for learning.

Prerequisite – Previous unsuccessful enrollment in Intro to Art (Final grade between 50 and 59) and teacher permission. This is a credit recovery opportunity.

DRAWING AND DESIGN 812: This course is designed for the student with a strong interest in drawing and issues of design. Beginning and advanced students alike can benefit from this class as they further develop skills and techniques necessary for success in all areas of art. In addition to studio work, the student will learn about the role that drawing and design has played throughout history as the foundation of all art making activities.

Prerequisite – Open to all Juniors and Seniors (no prerequisite required) and Sophomores with credit from Introduction to Art and Design. One semester. ½ credit.

DIGITAL IMAGING AND PHOTOGRAPHY 833: Create art with computers and digital cameras. Students experience multiple media and applications. Photoshop, InDesign, Illustrator and iMovie are some applications utilized. A great opportunity to learn how to get the most out of your digital camera for personal, professional and educational use. This class is designed for digital users of all levels - expert to beginner. All equipment is provided.

Prerequisite – Successful completion of Introduction to Art or Drawing. One semester. ½ credit.

BASIC PHOTOGRAPHY 835: This course is a general introduction to the elements of basic black and white photography including darkroom procedures, composition concepts, and the history of photography as an art form as well as a vehicle for social commentary. Students will work in a darkroom to create images using the photogram process, pinhole cameras, and SLR cameras.

Prerequisite – Successful completion of Introduction to Art and Design or Drawing and Design. One semester. ½ credit.

AP STUDIO (DRAWING, 2D DESIGN, or 3D DESIGN 816: This course is for highly motivated and committed students with an interest in advanced studies of art. The course emphasizes making art as an ongoing process that involves the student in informed and critical decision-making. Students enrolled in this class are required to complete several summer projects and a considerable amount of work outside of the classroom. A digital slide portfolio of work created will be developed and maintained that may then be presented to the College Board as part of the assessment process. To provide opportunities for portfolio development prior to the portfolio submission, this course may be taken twice in consecutive years, and/or consideration of dual enrollment in Masters Art senior year.

Prerequisite – Students are encouraged to have successfully completed Intro to Art and Design or Drawing and Design and one other studio offering. One year. 1 credit

ADVANCED PHOTOGRAPHY 836: This course builds on skills learned in Basic Photography through image making and the study of photography from a cultural and historical perspective. Students will use traditional SLR cameras, work in black and white darkroom, and will be introduced to digital photography.

Prerequisite – Successful completion of Basic Photography. One semester. ½ credit.

MOSAIC 837: This course provides the students an opportunity to work in one of the most ancient forms of artist expressions. Students design and create hands on, and learn the historical and cultural background of this popular art form.

Prerequisite – Introduction to Art and Design or Drawing and Design. One semester. ½ credit.

ADVANCED MOSAIC 838: This course is designed for the student who has successfully completed the Mosaic course and wishes to further produce works in glass. Students must be prepared to work in an independent atmosphere.

Prerequisite – Mosaic. One semester. ½ credit.

CERAMICS 839: This course provides students with an in-depth introduction to ceramic studio techniques, as well as the opportunity to begin to appreciate the role pottery and ceramic art has played as a recorder of human history. Basic hand building techniques will be explored, as students work on studio projects that focus on coil, slab, and pinch methods of clay construction. Students will also have the opportunity to work on the potter's wheel, as well as glaze and fire their completed projects.

Prerequisite – Introduction to Art and Design or Drawing and Design. One semester. ½ credit.

STUDIO LEADERSHIP DEVELOPMENT 844: This course will provide the artistic student an opportunity to continue to create and develop leadership skills using the Arts as an influence. Using the Arts as a foundation, students will continue to create, assist, and lead new students in existing art classes, in their own examination of the study of the production, history, aesthetics, and critiquing of art.

Prerequisite – Successful completion of Introduction to Art and Design, plus one advanced art course offering and instructor recommendation. One year. 1 credit.

PERFORMING ARTS



BAND 860: This course helps wind and percussion students develop their musical potential through the study of performance literature from a wide-variety of musical styles. Performing experiences include the core concert band, jazz band, pep band,

and other specialized chamber groups. The class meets during the school day, and all members are expected to actively participate in selected school and community events, which include band concerts, parades, musical tours, athletic events, and various small and large group music festival experiences scheduled throughout the school year. Special “honors” festival participation and expanded leadership opportunities are available for advanced students who qualify.

Prerequisite – Basic knowledge and playing skill on a standard wind or percussion instrument. One year. 1 credit.

CHORUS 870: This course is open to all students who want to have fun while mastering their singing voice. Students learn correct vocal techniques, music reading, harmony, and music appreciation. The chorus has the opportunity to perform a variety of repertoire from many different styles of music. There is a large focus on team and leadership skills in chorus. Singers can advance their study by auditioning for selected groups and state-wide festivals.

One year. 1 credit.

STRINGS 880: The string orchestra is open to all students with a background in violin, viola, cello, or bass (keyboard players are considered by audition). The performance of a wide variety of styles, periods, and forms is explored, along with academic and technical study. Through multiple weekly rehearsals and numerous public performances, the student will develop individual, team, and leadership skills; along with poise, and a knowledge of the orchestral repertoire. Students may also advance their skills and range of knowledge by auditioning for statewide festivals and full orchestral ensembles in the area.

Prerequisite – Basic knowledge and prior experience with stringed instrument performance. Completion of second level instruction and/or prior experience with string instrument performance in an ensemble setting. One year. 1 credit.

MODERN ROCK BAND 883: Modern Band will utilize the rock band setting, drums, guitar, bass, piano and vocals to introduce students to music and the theory of music. Through performance students will learn about the elements of music to include melody, harmony, rhythm, and musical composition.

One year. 1 credit.

WELLNESS



The Wellness Department will provide the students with the basic knowledge and skills needed to live a healthy lifestyle. Teaching students how to improve overall well-being

is our goal. Courses offered through this department will focus on physical, mental, emotional, and social health and will help students develop strategies to make healthful choices that will lead to optimum health.

These courses will provide students with a comprehensive sampling of various fields and activities that can be pursued throughout a lifetime. Health and Physical Education are courses required for graduation. Students who are physically unable to participate in Physical Education must obtain verification from a physician. An alternative program will be provided for these students.

HEALTH 600: This semester course takes a holistic approach to the study of Health. An emphasis is placed on modern lifestyles and their overall effect on personal wellness. Health education addresses topics of Family Life Education, Substance Use and Abuse, Growth and Development, Nutrition, Community Health, Consumer Health, Prevention and Control of Disease and Disorders, and Safety & Accident Prevention. The objectives of the course are to provide the knowledge and personal skills required to make informed decisions and to practice healthful habits.

One semester. ½ credit.

PHYSICAL EDUCATION 620: The goals and objectives of P.E. are designed to develop an appreciation of a sound body and good health through physical fitness education and exposure to a variety of lifetime activities. Students are required to change into appropriate attire for class and must be willing to participate with good effort on a regular basis. Because of the nature of this course and the inherent physical and emotional risks involved, students are expected to be cooperative and demonstrate respectful and responsible behavior at all times. Grades are based on attendance and participation, respectful and responsible behavior, effort and enthusiasm, motor skills, and written tests.

One year. 1 credit.

ADVANCED PHYSICAL EDUCATION #TBD

The Advanced Physical Education Course will provide an opportunity for Juniors and Seniors to further their interests in sport and recreational activities. The main focus will be centered on the cardiovascular and mental health benefits that regular physical activity provides and the social benefits of building connections with classmates while learning to respect each other's abilities and limitations. Each student needs to be self-directed and will be guided in building leadership skills.

(Maximum 20 students)

C.L.A.S.S. 617: Community Learning and Student Service is a school-based community learning program that provides students an opportunity to apprentice

citizenship by connecting with people, programs, and resources in the community. Students will work on-site with various professionals in the community while learning and assisting in the work place. Students are responsible to initiate contact with the leader in a community organization/business/school etc. and will need transportation to the site. Many times students will travel with another student or arrange for a ride or walk. Students are encouraged to use this as an internship in a field of interest while providing a service to his/her community. C.L.A.S.S. is open to juniors and seniors.
Prerequisite—Administrative approval required. One year. 1 credit



Mid-Maine Technical Center

Mid-Maine Technical Center is a regional career and technical education school that offers the students of Lawrence, Messalonskee, Waterville, and Winslow High Schools twenty-four Career and Technical Education Courses. Each technical program at Mid-Maine Technical Center has achieved National Program Certification or is using State Licensing Standards, which provides our students the opportunity to earn over forty industry recognized certifications.

Students attend Mid - Maine Technical Center as part of their school day, while continuing to take academic courses at their high school. Enrollment at Mid-Maine Technical Center is arranged through the high school guidance department at no cost to the student.

Mid-Maine Technical Center courses are offered in two blocks, morning and afternoon. While specific arrival/departure times vary slightly from school to school, the general schedule is as follows:

AM Block: 8:20 – 10:45

PM Block: 11:20– 1:45

Dual Enrollment Credits

Students can get a head start on their college education by enrolling in the Dual Enrollment Credit program at MMTTC. Formal agreements with community colleges provide students an opportunity to begin building their college transcript by completing a MMTTC program.

Mid-Maine Technical programs approved for college credits:

Central Maine Community College

Automotive Technology - 8 College Credits
Criminal Justice – 3 College Credits
Precision Machining – 2 College Credits

Eastern Maine Community College

Construction Technology – 10 College Credits
Culinary Arts – 3 College Credits
Electrical Technology –3 College Credits
Emergency Medical Technician – 5.5 College Credits

Kennebec Valley Community College

Information Technology – 6 College Credits
English Composition/Technical Writing - 6 Credits
(Available to all MMTC students)

Northern Maine Community College

Automotive Collision Repair – 3 College Credits
Early Childhood Education – 5 College Credits
Medical Careers- 3 College Credits

Southern Maine Community College

Mass Media Communications – 6 College Credits

Husson University

Mass Media Communications – 6 College Credits

Internships

Students who are advanced in their technical skills and who demonstrate professional workplace behavior can be eligible for internships with local businesses pending recommendation from their MMTC instructor. Potential internship sites include Central Maine Motors, Duratherm, Houle’s, Fabian Oil, Kennebec Electric, Ace Tire, Local Elementary Schools and Nursing Homes (this list is subject to change).

Mid-Maine Technical Center Course Options

Automotive Collision Repair Technology

Students learn skills to repair collision-damaged vehicles to factory specifications. Topics include: collision repair, estimating, welding, & painting.

National Program Certification: National Automotive Technician’s Education Foundation - ASE

Student Certification: ASE Student Painting & Refinishing, Non-structural Analysis & Damage Repair

AM – Collision Repair

*Panel Repair and Replacement
(MIG)Welding
Estimating
Glass and Door Service*

PM – Automotive Refinishing

*Surface Preparation
Spray Equipment
Mix & Apply Paint
Auto Reconditioning*

Automotive Technology

Students use the latest technology to diagnose and repair automobile problems. Skills areas include automotive maintenance service, brakes, steering, suspension, electrical, engine performance, and engine repair systems.

National Program Certification: National Automotive Technician's Education Foundation - ASE

Student Certification: Maine State Inspection, ASE Maintenance and Light Repair, Student Brakes, Suspension & Steering, Electrical, Engine Performance

1st Year Students

*Basic Maintenance
Brake Systems I
Electrical Fundamentals
Steering and Suspension I
Intro to Computer Control
Basic Drivetrain*

2nd Year Students

*Brake Systems II
Steering and Suspension II
Computer Control Systems
Electrical Systems
Engine Repair
Emission Systems*

Construction Technology

Students develop the knowledge, skills, and applied learning experience to build a home and learn fine woodworking techniques. Students follow a nationally certified curriculum endorsed by CONTREN.

National Program Certification: National Center for Construction Education & Research (NCCER)

Student Certification: NCCER CONTREN Carpentry Core Curriculum, Level 1, OSHA 10 Hour Construction Industry Safety Card.

AM - Residential Construction

*Blue Print Reading
Rough Framing
Masonry
Concrete form work
Exterior Finish
Painting & Staining
Drywall*

PM - Finish Carpentry

*Cabinet Installation
Interior door and trim installation
Custom moldings
Cabinet construction
Wood Manufacturing*

Criminal Justice

Students will gain the knowledge and skills necessary to prepare them for a career in the field of law enforcement or to continue their education in a variety of criminal justice or legal related programs.

AM – Intro to Criminal Justice

*Patrol Tactics
Judicial*

PM – Criminal Investigation

*Criminal Investigation
Crime Scene Investigation*

Corrections
Law Enforcement Trends
Criminal Law
Constitutional Law

Steps to conducting an investigation
Managing a crime scene
Collecting criminal evidence

CTE Academy

The CTE Academy provides 10th grade students instruction and training intended to prepare them for enrollment in one of Mid-Maine Technical Center's Certified Technical programs. Students develop a core of technical knowledge and skills through participation in a variety of applied learning experiences. *CTE Academy is a 1.5 credit course.*

National Program Certification: National Center for Construction Education & Research (NCCER)

Student Certification: OSHA 10-hour General Industry Safety Card

AM – Waterville & Winslow Students
Students attend on alternate days for the entire school year

PM - Lawrence & Messalonskee Students
Students attend daily for one semester

Culinary Arts

Students gain skills and knowledge of food preparation for a career in commercial or institutional food service. Students cook for and operate an on-site café and catering service.

National Program Certification: American Culinary Federation Certified Secondary Program

Student Certification: American Culinary Federation Secondary Graduate, Serv-Safe Food Manager

AM – Food Preparation
Safety and Sanitation
Prepare Soups and Sauces
Prepare Baked Goods
Prepare Hot Food Recipes and Techniques
Prepare Cold Food Recipes and Techniques

PM – Restaurant Operations
Safety and Sanitation
Café Management and Operation
Customer Service
Plan Menus
Hot and Cold Food Preparations

Early Childhood Education

Students learn to provide safe and healthy care and developmentally appropriate educational experiences to children under the age of five. Students assist in the operation of the Mid-Maine Technical Center's Preschool.

This course prepares students for childcare careers and for continued education in early childhood education or related fields.

Program Accreditation: National Association for the Education of Young Children

Student Certification: American Heart Association First Aid & CPR, Certified Early Childhood Assistant.

AM – Child Care

Health, Safety and Nutrition

Infant and Toddler Care

CPR and First Aid

Child Development

Learning Environments for Toddlers and Infants

Communication

PM – Early Childhood Education

Health, Safety and Nutrition

CPR and First Aid

Preschool Curriculum

Learning Environment for Preschool

Guidance and Discipline Strategies

Electrical Technology

The Electrical Technology program follows a nationally certified curriculum endorsed by CONTREN. This multi-faceted program teaches the basics of electricity as well as advanced electrical technology. This program prepares the student for success in career and post-secondary educational fields such as: residential or commercial electrician, and electrical engineering.

National Program Certification: National Center for Construction Education & Research (NCCER)

Student Certification: Maine Journeyman 576 hour coursework, Contren Core Curriculum, Electrical Level 1, Maine Electrical Helper's License, 45-hour NEC Code Course, OSHA 10 hour certification

AM – Electrical I

Wire Electrical Circuits

Test Circuits with Meters

Install Branch Circuits

Electrical Construction Trade

PM – Electrical II

Electrical Motor Controls

Commercial Wiring Practices

Motor Theory

Photo Voltaic

Commercial Lighting

Emergency Services

Students develop the knowledge and skills necessary to pursue careers in Emergency Services and Firefighting. The EMT Basic/Firefighting courses prepare students to take the State EMT Basic / Firefighter I and II written and practical exams.

Program Certification: Maine EMS, Maine Fire Training & Education

Student Certification: Emergency Medical Technician Basic (AM only), AHA First Aid & CPR (AM & PM), Firefighter I & II (PM only).

AM – Emergency Medical Technician

*Emergency Responder
Patient Assessment/Vital Signs
Anatomy and Physiology
Respiratory/Cardiovascular
Medical Emergencies
Emergency Communications
Traumatic Injuries
Care and Transport of the Sick & Injure
Incident Command System*

PM – Firefighter

*Emergency Responder
Department Organization/Structure
Fire Behavior Science
Structural Fire Attack
Search and Rescue/Arson/Forensic
Investigation
Hazmat
Fundamentals of Firefighter Skills
Incident Command System*

Information Technology

Students learn how to build, upgrade, and service PC and Apple computers and set up and maintain a local area computer network. Students are also introduced to Robotics and Programming.

National Program Certification: *CompTIA, and APPLE Authorized Support Training Center*

Student Certification: *TestOut PC Pro, CompTIA, Strata, APPLE Certified Mac Technician*

AM – IT Support Specialist

*Learn about Computer Desktop and Laptop Hardware
Configure Computer Desktop and Laptop Hardware
Troubleshoot
Install and Configure Printers
Troubleshoot Handheld Devices
Operating Systems
Learn to Solder
Intro to Robotics (design and build)*

PM- Apple Technician/APP Development

*Install Apple and Configure Hardware
Install Apple and Configure Software
Preventative Maintenance
Apple Certified Repair Center
Intro to Robotics (servos, sensors)*

Mass Media Communications

Program Certification: *Maine Association of Broadcasters, Visual Communication Using Adobe Premiere Pro, NewTek Tricaster Certified Operator.*

Students produce short films, documentaries, marketing videos for area organizations, and news and sports journalism for a weekly online broadcast as they learn how to operate professional video cameras, editing software, and broadcast equipment. Their work is streamed live, watched on the web, screened in area movie theaters and in our partner schools.

AM - Videography & Multimedia Journalism

Learn techniques to create video projects

Develop skills to write, shoot, and edit video productions

Learn video and audio production techniques for social media broadcast and the internet.

PM - Broadcasting and Multimedia Production

Work with professional video cameras and digital audio equipment to produce multimedia productions that are streamed online or recorded and mixed for later distribution.

Students learn a variety of techniques for shooting and editing video as well as recording and mixing audio to produce independent and team-driven multimedia projects.

Medical Careers

Students learn the skills and acquire the training necessary to care for people who are ill or disabled. The Nurse Assisting course prepares students to take the State Certified Nursing Assistant Exam.

Program Certification: Maine Certified Nursing Assistant

Student Certifications: Maine Certified Nursing Assistant, American Heart Association CPR and First Aid

AM & PM – Nurse Assistant

Basic Medical Knowledge

Vital Signs

Patient Care

Learning

Nutritional Needs and Diet

Medical Terminology

Response to Basic Emergencies

Advanced CNA Internship

Expanded Clinical Skills

On the Job Training

Advanced CNA Knowledge and Applied

Precision Machining

Students learn how to manufacture metal parts using precision machining technology.

National Program Certification: National Institute for Metalworking Skills - NIMS

Student Certification: NIMS Machining Level I: Turning, Work-Layout & Measurement, Materials & Safety

AM – Machine Tool

Perform Precision Measuring

Operate Drill Press

Operate Lathe

Operate Band Saw

Operate Milling Machine

PM – Machinist Operations

Perform Part Inspection

Operate Milling Machine

Operate Surface Grinder

Operate Lathe

TIG/ARC/MIG Welding

Mid-Maine Technical Center Grading System

Mid-Maine Technical Center's grading system has established (2.0) two point zero and above as the level to receive a passing grade. The grading system requires the student to perform in the top twenty-five percent to better master the Technical Center's National Skill and State Licensing Standards. As a result of increasing student expectations, the letter grade of D is eliminated from the grading scale.

Letter grades are submitted quarterly to the High Schools to be included with the student's high school report card. Letter grades are based on 4-point grading scale, as listed below:

	Letter Grade	Number Grade
High Honors	A+	3.9 – 4.0
	A	3.7 – 3.8
Honors	A-	3.5 – 3.6
	B+	3.3 – 3.4
Passing Credit Eligible	B	3.1 – 3.2
	B-	2.9 – 3.0
	C+	2.7 – 2.8
	C	2.4 – 2.6
	C-	2.0 – 2.3
Failing	F	0 – 1.9