

WATERVILLE SENIOR HIGH SCHOOL

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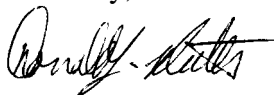
Dear Parents/Guardians and Students,

Welcome to the Program of Studies and the course registration process for the 2014-15 school year. As many of you know, Waterville Senior High School is a municipal high school with a student population of approximately 600 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, our school rated a bronze medal ranking and was named one of America's best high schools by U.S. News & World Report. In 2013, U.S. News & World Report rated Waterville Senior High School as a silver medal school. Waterville Senior High School offers one of the best academic programs in the state with 3 dual enrollment courses and 15 Advanced Placement courses. Strong 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 art program; 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,



Donald J. Reiter
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)
Science	For the Classes of 2014, 2015, 2016, and 2017: 2 credits (One must be a laboratory science) Beginning with the Class of 2018: 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. Architectural Design completed prior to the 2010-11 school year can fulfill the visual/performing arts requirement.

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 80 minutes long. Most classes meet during only one of the blocks, however some classes utilize two blocks. School starts at 7:55 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.

MINIMUM CREDIT ACCUMULATION

To be on schedule to graduate in four years, students must earn a minimum of the following credits:

- Students must earn a minimum of 4 credits in order to be promoted to the sophomore class.
- Students who have not earned a minimum of 4 credits will be retained in the freshman class.
- Students must earn a minimum of 10 credits in order to be promoted to the junior class.
- Students who have not earned a minimum of 10 credits will be retained in the sophomore class.
- Students must earn a minimum of 15 credits (or 13 credits with a plan to graduate) in order to be promoted to the senior class.

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, Art History, Studio Art, U.S. History, World History, Microeconomics,

Macroeconomics, 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. Students in Masters Art, Latin IV, French V, Spanish V and Psychology may participate in the program with instructor approval.

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 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 for 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 High Senior 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.

ACCOUNTING I 526: Do you know how to keep the books for single person business called a *proprietorship*? How about when it is owned by two or more people, known as a *partnership*? Or would you like to be an accountant for a large *corporation* like Maine General Medical Center or Central Maine Power? Learn how to keep track of the flow of money in today's businesses! This course fulfills a graduation requirement in mathematics. Open to sophomores, juniors, and seniors.
One year. 1 credit.

ACCOUNTING II 527: Students will build on what is learned in Accounting I: Inventories, uncollectable debts, payrolls, taxes for small businesses and large corporations, budgetary planning and control, financial analyses, and cost accounting. See firsthand how a business works and spend some time in the corporate accounting world. Do some hands-on tax accounting in the spring when taxes are due. Visit some corporate headquarters, talk with accountants, and see what opportunities abound in this career field. This course fulfills a graduation requirement in mathematics.
Prerequisite – Accounting I. One year. 1 credit.

MICROSOFTWORD®/KEYBOARDING 540: Using Microsoft Word®, students will learn the keyboarding skills using the touch type method. Formatting applications include MLA reports, personal and professional business letters, memos, and outlines. This course

provides a lifelong skill that prepares students for entry-level jobs and college and enhances computer proficiency, literacy and accuracy.

One semester. ½ credit.

MEDICAL TERMINOLOGY 560: Interested in working in a position in the medical field, then you will want to take this course and learn the medical terminology and correspondence format necessary to enter the health field with entry-level job skills or be better prepared to continue your studies at the post-secondary level. Students will develop a basic understanding of the medical language employed in the health care professions utilizing word analysis and application of medical terms to anatomy, physiology, and pathophysiology of the human body.

One semester. ½ credit.

THE INTERNET AND WEBPAGE DESIGN 562: Students will learn about the Internet, the World Wide Web, search engines, surfing, netiquette, telecommunications, webpage design using HTML and page design software, technical aspects of the Internet, and the relevance and impact of the Internet society.

One semester. ½ credit.

ADVANCED INTERNET AND WEBPAGE DESIGN 563: In this course, students will create a series of web designs using HTML and Java. Projects will be done with in-depth study of design and programming. E-commerce will be covered to combine WebPages and multimedia on the Internet.

Prerequisite – Internet and Webpage Design. One semester. ½ credit.

MICROSOFT OFFICE XP© 564: Microsoft Word©, PowerPoint, Microsoft Excel and Access: Students will design intricate spreadsheets, financial documents, data bases, and industry-related statistical reports using Microsoft Excel XP© and Microsoft Access©. Students will also learn advanced word processing techniques and design projects using digital photography and animation in the Microsoft PowerPoint XP© software.

One semester. ½ credit.

DESKTOP PUBLISHING 566: Desktop publishing is the number one fastest growing career in the state of Maine according to “Hot Jobs in Maine.” Students will learn the skills necessary to efficiently implement desktop publishing applications using Adobe PageMaker 7.0©, Microsoft Word©, XP and Microsoft Photo Editor© software. Students will utilize techniques used by professionals in designing brochures, newsletters, newspapers, and online publications. Students will design projects for the school and community—as well as the *Nautilus*, the high school yearbook.

One semester. ½ 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



Jobs for Maine's Graduates (JMG) serves over 2,000 students statewide. JMG prepares students for the world of work by promoting personal and career awareness. Emphasis is placed on leadership, employability skills, self-development, career development, and connections with school and community through curriculum, applied learning activities, community service projects, and team work. Major themes include career choices, job expectations, importance of education in future success, and "life after school."

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.* **Beginning school year 2010-2011 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.*

SCHOOL TO WORK (STW) 599: – Grade 12 The primary focus of this course is to develop school and career readiness. Students finalize post-secondary plans and polish work related skills such as resume writing and interviewing. Essential work habits such as reliability, responsibility, punctuality, interpersonal communication skills, time management, and organizational skills are stressed. Seniors are the key leaders of the JMG Program and will be expected to model the attitudes and behaviors integral to the success of this program. Students are part of school and community service projects and are required to commit to five hours of community service throughout the year.

Prerequisite – *Senior 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.

MODERN ENGLISH WORKSHOP 333: 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.

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.

MODERN ENGLISH WORKSHOP 343: 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.

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 heterogeneously grouped, one semester elective open to all students. It will provide opportunities for writing, sharing, critiquing, editing, and publishing all genres of writing in a workshop atmosphere.

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. Improvisation and theater games will begin our acting portion as a way to “warm up” the acting process and “break down” inhibitions. We will focus our acting to monologues, two person scenes and small group scenes. Also included in the course will be a review of the history of drama from the Greeks to our present day playwrights through the reading of five plays beginning with Aristophanes’ farce, *The Frogs*, and ending with present-day playwright Christopher Durang. This year we will focus on the genre of comedy. A live performance will be the final assignment for the completion of this course. Also included in the course will be opportunities to view film presentations of various plays and/or attend performances at Colby College at a \$3 charge to the students. Students will then write well-thought-out reviews of the performance.

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.

JOURNALISM 352: News media is a huge source of influence in our world today. This course studies what is in the news internationally, nationally and locally. Reading, discussing and analyzing newspaper articles both in print and online is a regular part of class. Students learn how to write news stories, craft features and opinion columns, as well as sports articles and art reviews. Research, interviewing and editing are also key experiences in the class. Students will

use Adobe Indesign software to create their own newspapers in the second semester. Students will provide articles for the monthly edition of the *Panther Press*.

Prerequisite- One year. 1 credit. This course is an elective and may not replace any of the required four credits of English.

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 Mathematics department strongly focuses on the following learning expectations.

1. Each student shall be a clear and effective communicator
3. 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 Statistics or CP Calculus

SEQUENTIAL OFFERINGS

9th CP Algebra I or Pre-Algebra/CP Algebra I
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 Pre-Algebra
10th CP Algebra I or Algebra I Part A
11th CP Geometry or Algebra I Part B
12th CP Algebra II

SEQUENTIAL OFFERINGS

9thAlgebra I Part A
10thAlgebra I Part B
11thCP Geometry
12thCP Algebra II

PRE-ALGEBRA 229: This course will explore algebraic concepts pertaining to signed numbers and equation solving, geometry concepts of area and volume, and the use of ratios, proportions, and percents. Exponents, radicals, graphing and advanced equations will also receive major emphasis. This course will reinforce the *Maine Learning Results* (MLR) content areas for all Middle School Mathematics.

One year. 1 credit.

PRE-ALGEBRA/ALGEBRA I 230: This is a course that will meet every day for a full block. The first semester will be devoted to Pre-Algebra concepts and the second semester will be devoted to Algebra I concepts.

Semester 1 Pre-Algebra: This course will explore algebraic concepts pertaining to signed numbers and equation solving, geometry concepts of area and volume, and the use of ratios, proportions, and percents. Exponents, radicals, graphing and advanced equations will also receive major emphasis.

Semester 2 Algebra I: This course follows the College Prep Algebra I 231 curriculum. **Prerequisite** – Students must pass the Pre-Algebra curriculum of this year long course in order to be admitted into the second half of this course.

One year. 1 credit

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.*

ALGEBRA I Part A 234: This course is a slower paced course than Algebra I. It covers the first half of the Algebra course in year 1. This course emphasizes signed numbers, exponents, and algebraic terminology. Algebraic expressions are simplified and equations and word problems are introduced. This course also emphasizes algebraic equations and graphs and equations of linear functions.

Prerequisite – Pre-Algebra or teacher recommendation. *One year. 1 credit.*

ALGEBRA I Part B 235: This course is a slower paced course than Algebra I. It covers the second half of the Algebra course in year 2. This course emphasizes signed numbers, exponents,

and algebraic terminology. Algebraic expressions are simplified and equations and word problems are introduced. This course also emphasizes algebraic equations, systems of equations, factoring, and graphs and equations of linear functions. Word problems are expanded to two variables.

Prerequisite – *Algebra I Part A. 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 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.*



MODERN AND CLASSICAL LANGUAGES

Students whose English placement is level CP or Honors are encouraged to undertake the study of a second language. Students are not advised to begin two languages in the same year. Those with exceptional skills are permitted to accelerate with the permission of the instructor.

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. opens up trade with Atlantic Canada, Quebec, Third World French speaking countries, 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 111: This course lays the foundation of grammar and vocabulary to read and comprehend elementary Latin. Short readings about Roman culture encourage the practice of these basic skills. Projects are coordinated with the culture. The story of the Trojan War is also a component of this course.

***Prerequisite** - Recommendation of current English teacher. One year. 1 credit.*

LATIN II 112: This course continues the study of Latin forms and vocabulary. Attention is given to more rapid reading and understanding of popular stories from mythology. Stories from both Greek and Roman mythology are used in order to show similarities and differences between the two cultures.

***Prerequisite** - Latin I. One year. 1 credit.*

LATIN III 113: This course includes the reading of more difficult Latin. More complex grammatical structures are introduced, and the students are expected to read longer and more complicated passages. Readings vary depending on ability level. Subject matter focuses on Roman history and politics. Projects are connected with relevant subject matter.

***Prerequisite** – Latin II. One year. 1 credit.*

LATIN IV 114: Selections from Virgil’s “Aeneid,” Ovid’s “Metamorphoses,” and Pliny’s letters are possible components of this course. The study of history is coordinated with the study of the specific authors. Independent projects emphasize individual students’ areas of interest.

***Prerequisite** – Latin III. One year. 1 credit.*

FRENCH I 121: This course, for beginners only, develop good listening comprehension and good pronunciation skills. Students also learn to read and write what they are able to understand and say in the target language.

Prerequisite - Recommendation of current English teacher. One year. 1 credit.

FRENCH II 122: 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, and cultural materials.

Prerequisite – French I. One year. 1 credit.

FRENCH III 123: 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 skits as well as a major project in the spring (Travel Scrapbook)

Prerequisite – French II. One year. 1 credit.

FRENCH IV 125: This course includes 3 major units. Quarter 1 is devoted to current events in the Francophone world, where students will be expected to discuss daily in French news articles and current events in the modern world. Quarters 2 and 3 will deal with the history of France and French art, where students will follow the history of France from prehistory to Napoleon. They will also be exposed to periods of art throughout French history and their respective artists. Quarter 4 will be an exploratory introduction to European fairytales. They will read fairytales in French and be exposed to writings from other European countries. They will be expected to write and perform their own tale at the end of the quarter. Students should expect to do more sophisticated oral and written work in French including creative writing and conversation.

Prerequisite—French III. One Year. 1 credit.

FRENCH V 124: This course includes 3 major unites. Quarter 1 is devoted to Canadian studies including the study of Canada itself, Franco-American, French-Canadian, and Acadian traditions, history, and culture. Quarters 2 and 3 expose students to authentic French literature. The readings may include the novel *Le Petit Prince*, *Le Petit Nicholas* or *Les Faux Billets*. Quarter 4 deals with an in-depth study of French culture, pop-culture, and traditions in 21st Century France. Grammar review is an ongoing process, as students are required to submit written exercises and themes based on readings and lectures. Grammar skills will be reinforced through reading, writing and conversing through class discussions and student presentations. This course continues the refinement of the skills acquired in the previous levels. Literacy tenses and vocabulary development are stressed to facilitate comprehension of more complex literary works and to increase students speaking ability. The student is expected to use both oral and written French during class.

Prerequisite- French IV. One Year. 1 credit.

SPANISH I 131: This course, for beginners only, develops basic listening comprehension and basic pronunciation skills. Students are also exposed to basic readings in the target language and write a short string of sentences of what they are able to understand and say in the target language.

***Prerequisite** - Recommendation of current English teacher. One year. 1 credit.*

SPANISH II 132: This course continues the development of the four basic level skills: listening, speaking, reading, and writing, and picks up where the students stopped in level I. There is increased emphasis on reading, writing, and cultural materials.

***Prerequisite** - Departmental recommendation and successful completion of Spanish I. One year. 1 credit.*

SPANISH III: 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. In addition, students will continue studying cultural aspects of the Spanish speaking countries.

***Prerequisite** - Departmental recommendation and successful completion of Spanish II. One year. 1 credit.*

SPANISH IV 134: 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** – Departmental recommendation and successful completion of Spanish III. One year. 1 credit.*

SPANISH V 135: 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** - Departmental recommendation and successful completion of Spanish IV. One year. 1 credit.*

SCIENCES

In order to qualify for a diploma, students in the class of 2014, 2015, 2016, and 2017 must successfully complete two years of science, one of which must be a laboratory-oriented course. Of the courses described here, Physical Science, Architectural Design, Robotics and Electronics, Alternative Energy, and Human Anatomy will not fulfill this laboratory requirement for graduation. 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: Robotics and Electronics, Alternative Energy, Introduction to Forensics, Human Anatomy, and Architectural Design.

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.

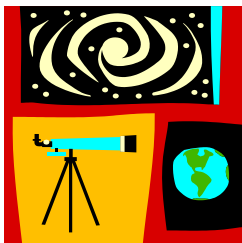
CP PHYSICS 161: This laboratory oriented college preparatory course is organized around the consideration of these topics: Newtonian mechanics, optics, electricity and magnetism,

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.

ARCHITECTURAL DESIGN 193: This course covers manual drafting and requires students to do drafting through a complete sequence of architectural design of residential structures. Successful students can read and check plans to be used for residential construction and are sufficiently familiar with construction techniques and terminology to work in the field of construction supervision. This course no longer fulfills the visual performing arts requirement.

One year. 1 credit.

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.

ROBOTICS AND ELECTRONICS 114: This is a one semester course offered in the fall. In the first quarter, students will work as part of a team to design, construct, and program a robot to perform given tasks. In the second quarter, students will learn basic electronics, and synthesize their understanding by creating an electronic device that performs an assigned task. 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; however, preference will be given to students attending MMTC concurrently. However, they must be co-enrolled in some form of chemistry, which is their third required science course.

Prerequisite – Two years of science, as noted above. One Semester. 1/2 credit.

ALTERNATIVE ENERGY 115: This is a one semester course offered in the spring. Students will learn the basic principles of solar energy, wind energy, and fuel cells. 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; however, preference will be given to students attending MMTC concurrently. However, they must be co-enrolled in some form of chemistry, which is their third required science course.

Prerequisite – Two years of science, as noted above. One Semester. 1/2 credit.

ENVIRONMENTAL SCIENCE 117A/B: This is a two-semester course, however each semester may be taken alone for ½ credit. Environmental Science is an interdisciplinary study that seeks to describe problems caused by our use of the natural world. In addition, it will explore some of the remedies for these problems. First, the natural processes (both physical and biological) that operate in the world will be examined. Second, the importance of the role of technology in our society will be explored. Third, the complex social processes characteristic of human populations will be studied and integrated with knowledge of technology to gain a full appreciation of the role of humans in the natural world. This course will contain a strong reading and writing component. There will be special emphasis on the ocean environment throughout the course. Students may take this course after two years of science, but must be coenrolled in a Chemistry class.

Prerequisite – Two years of science, as noted above. This course may be taken in full for one year for 1 credit or one semester for ½ 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 required to take a third year of social studies and may fulfill that requirement with any of the department's elective offerings.

FIRST YEAR COURSE OFFERINGS

WORLD HISTORY Patterns and Processes of History One 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.

AP WORLD HISTORY 418: The fundamental purpose of the AP World History course is to introduce students to the ADVANCED PLACEMENT © model. This academically challenging experience is offered over a **two year period** so students can successfully complete the AP World History examination.

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: part one (prehistory to 1492 CE) & part two (1493 to the present).

Two years, 2 credits.

APPLIED WORLD HISTORY Patterns and Processes of History One 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.*

ONLINE WORLD HISTORY Patterns and Processes of History One 405: This course has the same curriculum as the classroom based World History offering, however the study materials and assessments are located online using the Moodle curriculum server. Students should see their guidance counselor for more information about this option.

Prerequisite: Administrative recommendation. One year, 1 credit.

SECOND YEAR COURSE OFFERINGS

AP UNITED STATES HISTORY 438: Advanced Placement United States History is a year long 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 Two 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 Two 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

POLITICAL SCIENCE ELECTIVES

GOVERNMENT AND POLITICS 440: This course examines topics essential to good citizenship and an understanding of American government and its place in the world. Topics include: federalism, political parties, interest groups, duties/powers of the presidency, the legislative process, the legal system, capitalism, and international relations.

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

APPLIED GOVERNMENT AND POLITICS 442: This course covers the main points of Government and Politics 440. 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 Applied USA in the World. Teacher recommendation. One year, 1 credit.*

INTRODUCTION TO CRIMINAL JUSTICE 443: Designed to provide the student an introduction to the structure and operation of law enforcement, prosecution, the courts, and corrections. Subject areas to be covered will include knowledge of terminology, classification systems, trends and theories of justice. Career opportunities within the criminal justice system will be presented by guest speakers in the field. Three, Thomas College credits if a final grade of 74% is earned.

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

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.*

HISTORY THROUGH FILM 402: Students in this course will use film as the chief medium in examining a variety of historical themes, events and figures. The course will consist of critical analysis of several films along with related reading assignments and background investigation. Students will be required to keep a journal and present one demonstration project

to the class. Students are required to have successfully completed World History and have interest in both film and history.

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

SOCIAL SCIENCE ELECTIVES

COLLEGE PSYCHOLOGY 445: This course is endorsed by Kennebec Valley Community College and will be taught as a college course. The requirements and material covered will be greater than the typical high school course. Students involved in this course will be registered students at Kennebec Valley Community College and will receive three college credits if the course is successfully passed with a grade of C or better. Students will have the same rights and privileges as all other KVCC students. Student ID's will be issued so that students may use the college facilities and attend all lectures and other activities free or at the student cost. College Psychology is an introduction and overview of the study of human behaviors, lectures and discussion topics will include motivation, perception, historical roots, biological basis of behavior, scientific methods, human development, psychopathology, and theory.

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

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 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.

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.

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, Film Making, AP Studio, and Masters Art 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 effort, class 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 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. (Contingent on board approval)*

INTERMEDIATE ART 811: This is a studio course designed for students who wish to build on basic skills, methods and theories introduced during *Introduction to Art*. Students will develop a greater knowledge of art principles, design, and technique with a “hands-on” approach to art history.

***Prerequisite** – Successful completion of Introduction to Art or Drawing. One year. 1 credit.*

DRAWING 812: This course is designed for the student with a strong interest in drawing. 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 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 or Drawing. 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 or Drawing. Juniors and seniors only. One semester. ½ credit.*

JEWELRY MAKING 817: The history of jewelry provides distinct insight into the development of civilization. This course blends technical instruction with an investigation of design as it relates to ornament and function. Students will gain proficiency and confidence with the basic skills of jewelry making which include, but are not limited to paper, thread and fabric,

wire, clay, metal, glass and more! Classroom discussion and image presentations will introduce the broad range of possibilities that the field of Jewelry Making encompasses.

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

AP STUDIO (DRAWING or 2D 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 or Drawing 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. Juniors and seniors only. 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 or Drawing. 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 or Drawing. One semester. ½ credit.*

FILM MAKING 842: This course will introduce students to the use of video and computer technology in the art of film making. Using the basics of video composition, students will work in teams and individually on projects. Film appreciation will also be a part of the curriculum presenting an historical perspective of important films, film makers and film critics.

Prerequisite – Introduction to Art or Drawing. One year. 1 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, plus one advanced art course offering and instructor recommendation. One year. 1 credit.

“HANDS ON” ART HISTORY: Students will have the opportunity to make connections between art, culture and history by working hands on with various media and methods from contemporary and historical times. Some hands on projects could include: painting on papyrus in the Egyptian tradition (Book of Dead), Etruscan clay cinerary urns, Greek inspired black figure clay tiles, German Expressionist block printing and much more.

Prerequisite- Successful completion of Introduction to Art or Drawing, or juniors and seniors with instructor permission.

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 and covers the study of correct vocal techniques, music reading, harmony, and music appreciation. Repertoire varies from year to year. The chorus has the opportunity to perform a variety of repertoire for the winter and spring concerts. Attendance is required for all rehearsals and evening concerts. Participation is offered in numerous music festivals and concerts for qualifying students.

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 numerous styles, periods and forms is explored, along with academic and technical study. Through daily rehearsal and numerous public performances the student will develop poise, individual skills, and an orchestral repertoire. Participation is offered in numerous music festivals and concerts for qualifying students. Small group, string, and full orchestra experiences are available.

***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.*

MUSIC THEORY I 882A: This course will provide basic music theory skills and understanding of melody, harmony, and rhythm. Scales, intervals, chord's structures, and basic ear training will be introduced. This course is designed to serve the very serious music student, the backyard guitarist, or any student interested in furthering musical improvisational skills or composition and arranging.

One semester. ½ credit.

MUSIC THEORY II 883B: This course is a continuation of Music Theory I. The course will closely examine the elements of music, with particular attention to form and analysis. The study of scales, intervals, chords and ear training will be continued. Students will also learn to write four-part harmonies, arrangements, and original compositions.

***Prerequisite** – Music Theory I or approval of instructor. One semester. ½ 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 is a holistic approach to the study of Health. Emphasis is placed on modern lifestyles and their overall effect on personal wellness. Health education addresses topics that include family life, substance use, growth and development, nutrition, community health, consumer health, physical, mental, emotional and social health, stress management, as well as prevention and control of diseases and disorders. Objectives for the course are primarily concerned with educating students about the ways to improve personal wellness by making healthy decisions.

One semester. ½ credit.

CURRENT TRENDS IN WELLNESS 611: This active, hands-on, semester course will focus on current issues in health and wellness. Students will have the opportunity to become CPR and First Aid certified, be exposed to a wide variety of stress reduction techniques, explore topics of personal interest as well as develop wellness plans specific to their needs.

Prerequisite – Successful completion of Health & Physical Education. 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.

C.L.A.S.S 617: Community Learning and Student Service is a school-based service learning program that provides students an opportunity to apprentice citizenship by connecting with people, programs, and resources in the community. Students will complete on-site service projects involving the elderly, young children, the environment, and the community. Students will also participate in mini courses in the classroom. C.L.A.S.S. is open to juniors and seniors.

Prerequisite—Administrative approval required. One year. 1 credit.

C.L.A.S.S COACHING 618: This **Community Learning and Student Service** class is a school-based service learning program that provides students interested in working or volunteering in a physical activity, sport or recreational setting, the opportunity to continue to develop their leadership skills by assisting trained professionals and designing and implementing community based sports/recreational programs. Students will learn how to be effective communicators, lead and assist students during regular physical education classes, and help plan and prepare for a variety of activities within the community. Students will become CPR and Sports First-Aid certified, and complete a coaching/leadership curriculum. This course will require some additional time outside the scheduled class period.

Prerequisite – Same as CLASS plus driver's license recommended but not required. One semester. 1/2 credit (may sign up for more than one semester)

MID-MAINE TECHNICAL CENTER

Mid-Maine Technical Center is a regional 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 – 1:35

Dual College Credits

Students can get a head start on their college education by enrolling in the Dual College Credit program at MMTC. Formal agreements with community colleges provide students an opportunity to begin building their college transcript by completing a MMTC program. Each Dual Credit agreement defines eligibility standards, specific requirements and a final grade that students must attain to earn college credit. Students need to maintain a 3.1 average and receive the recommendation of their MTMC instructor to participate in the Dual Enrollment Credit program.

Mid-Maine Technical programs approved for college credits:

Central Maine Community College

Automotive Technology - 8 College Credits
Digital Graphics – 6 College Credits
Precision Machining – 4 College Credits

Kennebec Valley Community College

Precision Machining – 5 College Credits
Emergency Services – 5 College Credit
Information Technology – 6 College Credits

Eastern Maine Community College

Construction Technology – 7 College Credits
Culinary Arts – 3 College Credits
Electrical Technology- 3 College Credits

Northern Maine Community College

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

NESCOM

Mass Media Communications – 3 Elective Credits

Integrated Academic Credits

Integrated Academic Credits may be earned for high school graduation by completing an approved course at Mid-Maine Technical Center. Prior written approval from the student's high school guidance counselor must be obtained before seeking academic credit with this option. Student must pass both the academic requirements and the technical program to a satisfactory level, in order to receive two credits for the technical program and one credit in math, fine arts, physical education, or science.

Mid-Maine Technical courses approved for applied academic credit:

Applied Math Credit

Automotive Systems
Electrical I & II
Machine Tool
Restaurant Operations
Residential Construction
Finish Carpentry
Machinist Operation

Science Credit

Nursing Assistant

Physical Education (MESS)

EMT Basic
Fire Fighting
Nursing Assistant
Child Care
Early Childhood Education

Applied Fine Arts Credit

Web Design & Animation
Print Design & Production
Early Childhood Education
Finish Carpentry

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, frame repair, 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
Frame Repair
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, and advanced auto systems.

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

Student Certification: Maine State Inspection, ASE Student Brakes, Suspension & Steering, Electrical, Engine Performance

AM – Automotive Services

*Perform Scheduled Maintenance
Brake Systems
Electrical Fundamentals
Steering & Suspension Systems*

PM – Automotive Systems

*Engine Mechanical Functions
Advanced Chassis Systems
Computer Control Systems
Emission Systems
Electrical System*

Construction Technology

Students develop the knowledge, skills, and applied learning experience to build a home. Students follow a nationally certified curriculum endorsed by CONTREN. Learn all aspects of the residential construction business.

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

Student Certification: NCCER CONTREN Carpentry Core Curriculum, Level 1, OSHA 10 Hour Certification

AM - Residential Construction

*Blue Print Reading
Frame Interior/Exterior Walls
Roof Shingling
Install Insulation and Wall Material
Painting & Staining
Install Interior / Exterior Finish*

PM - Finish Carpentry

*Estimation of Materials
Prepare Building Site
Install Roof Components
Install Windows & Doors
Basic Construction Business Management
Install Interior / Exterior Finish*

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. *The CTE Academy is a 1.5 credit course.*

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

Student Certification: OSHA 10-hour Certification

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: National Restaurant Association

Student Certification: American Culinary Federation Secondary Graduate, Serv-Safe Food Safety 30 hr.

AM – Food Preparation

Safety & Sanitation

Prepare Soups & Sauces

Prepare Baked Goods

Prepare Hot Food Recipes & Techniques

Prepare Cold Food Recipes & Techniques

PM – Restaurant Operations

Safety & Sanitation

Controllable Expenses

Customer Service

Plan Menus

Hot & Cold Food Preparations

Digital Graphics

Students use the latest technology and courseware to develop skills in design, marketing, and media. Students combine artistic abilities, business sense, and technical proficiency to create an electronic portfolio of projects and consumer-based design work.

National Program Certification: PrintEd and Adobe Certified

Student Certification: PrintEd Advertising & Design, Adobe Certified Associate – Photoshop, Flash, Dreamweaver

AM – Print Design & Production

Adobe Design Premium Software

Design and Color Theory

Computerized Page Layout

Scanning/Digital Operations

PM – Web Design & Animation

Adobe Design Premium Software

Web Design

Animation and Video

Interactive Design

Early Childhood Education

Students learn to provide safe and appropriate care and education to children under the age of five. Students operate a community playgroup and nursery school program on site.

Program Accreditation: National Association for the Education of Young Children

Student Certification: American Red Cross First Aid & CPR, Certified Early Childhood Assistant, National Association for the Education of Young Children Accredited Program

AM – Child Care

Health and Safety

Infant and Toddler Care

Nutrition

Child Development

CPR and First Aid

Learning Environments for Toddlers and Infants

Infant Toddler Care

PM – Early Childhood Education

Health and Safety

CPR and First Aid

Preschool Curriculum

Learning Environment for Preschool

Guidance and Discipline

Nutrition

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

Commercial Lighting

PM – Electrical II

Electrical Motor Controls

Commercial Wiring Practices

Motor Theory

Photo Voltaic

Emergency Services

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

Program Certification: Maine EMS & Kennebec Valley Community College, Maine Fire Training & Education Blocks 1-10

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

AM – Emergency Medical Technician

*Emergency Responder
Anatomy and Physiology
Respiratory/Cardiovascular
Emergency Communications*

PM – Firefighter

*Emergency Responder
Department Organization/Structure
Fire Behavior Science
Structural Fire Attack
Search and Rescue/Arson/Forensic
Investigation*

Information Technology

Students learn how to build, upgrade, and service PC computers and set up and maintain a local area computer network.

National Program Certification: CompTIA, IC3 and APPLE Authorized Support Training Center

Student Certification: CompTIA, IC3, 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*

PM- Apple Technician/APP Development

*Install Apple and Configure Hardware
Install Apple and Configure Software
Preventative Maintenance
Apple Certified Repair Center
Learn IOS App Development
Vex Robotics*

Mass Media Communications

Program Certification: Adobe Premiere

Student Certification : Adobe Certified- Adobe Premiere Pro

Students will participate in applied learning projects that include research, writing, interviewing, production, broadcasting, and programming. Through these projects, students will also learn to use the latest industry equipment and software in an on-site production studio..

AM- Videography & Multimedia Journalism

*Learn techniques to create video projects
Develop skills to write, shoot, and edit video productions
Learn a mix of video and audio production techniques that can be applied across a variety
Learn to communicate to audiences through a broad spectrum of approaches.*

PM- Social Media & Marketing

*Learn creative approaches to deliver messages using the power of the Internet, social networks, and mobile devices
Use a mix of interactive media, writing, and audio and video production techniques.*

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 Certification: Maine Certified Nursing Assistant

AM & PM – Nurse Assistant

Basic Medical Asepsis

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 and computer numerically controlled machines.

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 Lathe

Operate Milling Machine

PM – Machinist Operations

Perform Part Inspection

Operate Milling Machine

Operate Lathe

TIG/ARC/MIG Welding

Operate Surface Grinder

Mid-Maine Technical Center Grading System

Mid-Maine Technical's grading system has established (2.0) to 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 a 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