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PRINCIPAL'S MESSAGE

Welcome to Machias Memorial High School. This Program Of Studies will be a valuable guide to both you and your parents. It contains everything you will need to know about our course selection here at Machias Memorial High School.

Through a diverse offering of courses, you will be able to explore new ways to learn and grow as you work towards your diploma. The faculty here at Machias Memorial High School stands ready to help you become the best you can be. They will provide you with encouragement and support. How successful you become will depend on how early you engage in the academic process and how much you allow others to influence you.

There are many activities that you may choose to become involved in here at MMHS. We will encourage you to carry on the school spirit, whether it is through athletics, our chess team or some extra curricula activity. The skills you learn while participating in activities will remain with you your entire life.

Take your high school experience very seriously and give all you can each day. It will be this very experience that will help propel you into your future. We wish you good health and happy times as you venture into your new beginning. Work hard, stay focused and always strive to be the best you can be. We wish the best of luck to each and every one of you.

* * * * *

AFFIRMATIVE ACTION STATEMENT

THE MACHIAS SCHOOL SYSTEM DOES NOT DISCRIMINATE AGAINST ANY EMPLOYEE OR STUDENT ON THE BASIS OF HANDICAP, RACE, COLOR, SEX, SEXUAL ORIENTATION, OR NATIONAL ORIGIN. THIS PROHIBITION EXTENDS TO EMPLOYMENT PRACTICES AND ADMISSION TO ANY OF ITS PROGRAMS. INQUIRIES OR GRIEVANCES REGARDING COMPLIANCE WITH TITLE IX, TITLE VI AND SECTION 504 MAY BE DIRECTED TO:

Brian Leavitt, Principal
Machias Memorial High School
1 Bulldog Lane
Machias, ME 04654
Telephone Number: (207) 255-3812

2014-2015 PROGRAM OF STUDIES

MACHIAS SCHOOL COMMITTEE

Terry Sanborn, Chairperson
Gerard NeCastro - Richard Shaw - Chloe Dowley - Teresa Saddler
Scott Porter, Superintendent of Schools

ADMINISTRATION AND SPECIAL SERVICES PERSONNEL

| | |
|---------------|-------------------------------|
| Brian Leavitt | Principal & Athletic Director |
| Cara Cirillo | Guidance Director |
| Mary Maker | Special Services Director |

FACULTY AND STAFF

| | |
|-------------------|--|
| Susan Albee | Social Studies |
| Bonnie Atkinson | Band |
| Nadine Baker | Chorus |
| James Black | Social Studies* |
| Nicole Case | English* |
| Patricia Dowling | Education Technician |
| Amy Getchell | Mathematics |
| Dawn Gooch | Physical Science |
| Michael Henry | Mathematics* |
| Michelle Jacques | Science* |
| Mikel Jacques | Pre-Vocational/Building Trades/Mathematics |
| Esther Kempthorne | Foreign Languages |
| John LaPointe | Education Technician |
| Kristin Leavitt | Special Services |
| Jessica Look | Administrative Assistant |
| Rebecca McKenna | English |
| Amber McIver | Jobs for Maine's Graduates |
| Jaimie Moores | Technology Coordinator |
| Cindy Thompson | Library/Media Specialist |
| Norma Rolfe | Education Technician |
| Anthony Roy | Special Services |
| Margaret Williams | Art |
| Judith Wood | Culinary Arts/Hospitality |
| Michael Worcester | Physical Education/Health |
| Lori Martin | School Health Nurse |

*Indicates Department Head

COURSE LEVELS

Courses in the MMHS curriculum are designated by level according to the degree of difficulty and the amount of daily out-of-school preparation required. The following types of courses will take a higher weight in the student ranking system.

▫ Advanced Placement (AP), Pre-AP Courses & Honors Courses

AP courses are college-level courses which prepare students for the CEEB Advanced Placement Examination. Pre-AP courses and Honors courses are generally recommended prerequisites to AP courses. AP and Pre-AP courses take the highest weight in class ranking, two levels above general curriculum courses. Honors courses take the next highest weight, which is one level above general curriculum courses.

▫ College Courses taken through the Early College Program

Juniors and Seniors will have the opportunity to take up to two course per semester through the E.C. Program. AOS 96 will provide transportation, tuition and cost of books. E.C. courses that are 100 level or above, with a minimum of 3 credits will be weighted the same as AP courses. All E.C. courses that are less than 100 level or less than 3 credits will carry the same weight as either general or honors curriculum classes.

COURSE REGISTRATION

Students plan their programs in the spring. Registration is done at school online and then discussed with parents at Student Led Conferences. Students may change courses during the "Add/Drop" period in the fall, providing that the changes are approved by the parent/guardian, Guidance Office, and Principal.

ALL MMHS STUDENTS ARE REQUIRED TO TAKE SIX ACADEMIC COURSES.

In special cases where this requirement might prove to be a hardship, the case will be reviewed by the Guidance Office and Principal as well as by the parent/guardian. The final decision to waiver the course requirement will rest with the Principal.

INDEPENDENT STUDY

If there is a need, an independent study can often be worked out among the student, teacher, parent/guardian, and Guidance Office. Each situation will be treated on an individual basis and should be requested early in the school year. An Independent Study requires a written agreement among student, teacher, and Guidance Office at the start of the year specifying meeting times and places, work products, evaluation, and credit.

COURSES TAKEN OUTSIDE MMHS

A) Any course taken outside MMHS to replace a failed or low grade or any course taken to replace a specific course in the MMHS curriculum will be given credit and the grade will be figured into the student's cumulative GPA upon receipt of an official grade report.

Example: A student fails Algebra 1 at MMHS and chooses to take a summer course at Gould Academy. The grade in this class will be added to the GPA and credit given if replacing a failed course.

B) For any course taken through the Early College Program, which is paid for by Machias School Department, the grade and credit will be placed on the transcript and used to compute the cumulative G.P.A. Early college courses that are 100 level or above and a minimum of 3 credits will be computed at a higher weight in establishing class rank. All courses that are below "100" level and /or less than three credits will be given credit, used to compute cumulative G.P.A. and placed on the transcript, but will be weighted for class rank at the general or honors curriculum level.

C) Courses taken for enrichment, which are not paid for AOS 96 or other public funding available to all students will not be used to compute G.P.A, but will be placed on a transcript if requested.

CHOOSING A COURSE OF STUDY

Please follow these steps in our high school scheduling procedure:

- Read this revised Program of Studies carefully
- Discuss its contents with your parents/guardians and Home Base Advisor
- Think about your personal values and skills

- Ask questions
- Outline a tentative 4-year Machias Memorial High School schedule
- Complete on-line pre-registration process taking a minimum of 6 classes
- Have your parents sign your MMHS class schedule form at a Student Led Conference.
- Return the form to your Home Base Advisor

Parents/guardians are strongly encouraged to participate actively in their child's choice of classes. Any questions concerning the curriculum or scheduling process may be directed to the Guidance Office at 255-3812. You will have the opportunity to discuss scheduling for your child with their Home Base advisor during an individual student led conference in the spring.

GUIDELINES FOR COURSE SELECTION

A) Students should select courses according to requirements outlined in this Program of Studies, their individual ability, interests, and future needs. You also should consider entrance requirements for possible post-secondary school. Parents and students should be aware that a challenging academic program offers a greater variety in post-secondary academic and career options following graduation. High School is a time to challenge abilities, explore academic subjects, and develop career interests. All students must register for a minimum of 6 classes.

B) When making course selections for the following year, each student should tentatively outline the remainder of his/her program. Future planning like this can ensure a meaningful program, which reflects the individual needs of each student, and increases the range of options upon graduation.

C) All MMHS courses are open to all students regardless of sex or race. However, admission to a class is based on a student's ability and previous academic record as well as the number of students requesting a course, the availability of faculty, and physical facilities. If a particular class is over-enrolled, priority will be given to the upperclassmen. Students should note carefully any prerequisites required for a particular course.

D) Students should explore the wide variety of post-secondary schools and programs that are available. Freshmen and sophomores intent upon entering a two-year or four-year college should see the School Counselor to begin preparing for the admission process which includes selection of schools, standardized testing such as SAT's and ACT's, and financial aid procedures.

PLANNING AHEAD FOR POST-SECONDARY EDUCATION

As the job market becomes more competitive, and as jobs become more technical, the need for obtaining skills beyond high school increases. Training will help make students more qualified for today's working world, will broaden their outlook for making life decisions, and will give them the recognition that comes from having improved themselves. In addition, research shows that workers with more education generally earn significantly more income over their lifetime.

One of the key roles of Machias Memorial High School is to help our students prepare for post-secondary education. The following information is provided to assist in this preparation. As can be seen, there are a variety of programs available. Information regarding all of these programs can be obtained from the Guidance Office.

TYPES OF INSTITUTIONS AND PROGRAMS

Four-year Degree granting Colleges or Universities

Usually require at least our minimum core curriculum of high school work. Investigate college catalogs for specific admission requirements. Frequently, students elect six or seven major subjects for each of the four years in high school.

Types of four-year institutions and programs

Liberal Arts, Science, Engineering, Business, Nursing, Education, and U.S. Military Service Academies are among the most prevalent throughout our country.

Types of two-year colleges/vocational programs

Among your choices are Associate Degree programs, Diploma programs, and Certificate programs.

Post-graduate year

One year post-secondary program designed for students who wish to consolidate their skills and mature personally before entering college.

Other options

Going directly into military service, career schools, business schools. Some students choose to volunteer for community service programs such as Americorps, which earns them available financial aid credits for college. There are many travel and work programs available to students who take a year off from school before they begin college.

GRADUATION REQUIREMENTS

All students graduating from Machias Memorial High School will have successfully completed the following number of academic credits:

Class of 2003 and beyond: 22

Following are the minimum local subject requirements:

Class of 2015 and beyond

English: 4 credits (*English 9, English 10 or Pre-AP English, English 11 or AP English, and Senior Seminar*)

Social Studies: 3 credits (*World Cultures/Geography, U.S. History, Honors U.S. History or AP US History, Government or Honors Government*)

Science: 3 credits (*Explorations in Science or Honors Explorations in Science, Biology or Honors Biology, & One Science Elective*)

Mathematics: 4 credits (**Sequence 1:** *Pre-Algebra, Algebra I or Honors Algebra 1, Algebra II or Honors Algebra II, Geometry or Honors Geometry* **or** **Sequence 2:** *Algebra 1 or Honors Algebra 1, Algebra II or Honors Algebra II, Geometry or Honors Geometry, & One Math Elective*)

Freshmen Essentials (beginning in 2018): 1 credit (students transferring in after their freshmen year will not be held to this requirement)

Fine Arts: 1 credit

Health: .5 credits

Physical Education: 1 credit

Home Base: 1 credit

Class of 2018 and beyond only

Class of 2012, 2013, and 2014

English: 4 credits (*English 9, English 10, English 11, and Senior Seminar*)

Social Studies: 3 credits (*Geography or World Cultures, U.S. History or Honors U.S. History, Government or Honors Government*)

Science: 3 credits (*Explorations in Science or Honors Explorations in Science, Biology or Honors Biology, & One Science Elective*)

Mathematics: 4 credits (*Algebra I or Honors Algebra I, Algebra II or Honors Algebra II, Geometry or Honors Geometry, & One Math Elective*)

Fine Arts: 1 credit

Health: .5 credits

Physical Education: 1 credit

Home Base: 1 credits

In addition, the state mandates that all students must show computer competency prior to graduation. Because the use of computers is an integral part of its curriculum, AOS 96 is able to make it possible for all students to meet the state mandate. This requirement may be met in Grade 8.

HOME BASE

All students will participate in the Home Base Program at M.M.H.S. Within the program, students will develop a portfolio, participate in student led conference, and participate in Home Base activities. Students will earn 1/4 credit each year for Home Base participation.

TRANSFER STUDENTS

In the case of a student who transfers to MMHS the administrative team will evaluate student transcripts and determine placement in the academic program.

PROMOTION POLICY *

STUDENTS MUST EARN THE FOLLOWING MINIMUM NUMBER OF CREDITS BY SEPTEMBER 1 IN ORDER TO CONTINUE WITH THEIR CLASS:

- ◇ Freshmen must earn a minimum of 5 credits;
- ◇ Sophomores must have earned a minimum of 9 credits;
- ◇ Juniors must have earned a minimum of 14 credits.

* Students who are within 1 credit of meeting this promotion policy will be allowed to stay with their class and homeroom as long as they are passing all subjects when grades are reviewed at the end of the first semester.

Students may make up failed course work within the yearly schedule, by satisfactorily completing classes at an approved summer school, or through an approved correspondence course. Seniors may, with prior approval of the Principal and Guidance Office, take up to 1 credit in an approved adult education program.

POST-GRADUATE COURSES

On occasion a student may benefit from an extra semester or year beyond that of his/her graduating class. Each of these situations will be treated on an individual basis. The student, guardians, and Guidance Office should work closely together in these matters. This decision should be discussed early in the spring of the student's senior year.

"CHOICES" COMPUTER PROGRAM

This program allows students to research careers, colleges and financial aid information. Training is done through a variety of HomeBase activities and by the Guidance Office, thus allowing students to do the research necessary for future plans.

ADD/DROP POLICY

During the first semester, ADD/DROP period begins on approximately the fourth day of school and lasts for approximately three days. (Slight variations may occur based on the first day of school.) Thus, ADD/DROPS should be completed by the end of the second week of school. During the second semester, the ADD/DROP period begins on the first day of the second semester and continues for three days. Thus, ADD/DROPS should be completed by the end of the first week of the second semester.

- Step 1: Students must pick up the ADD/DROP form in the Guidance Office and complete name, grade, course Add/Drop information and obtain teacher signatures.
- Step 2: The student must submit the form to the Guidance Office for initial approval.
- Step 3: The student must take the form home and have it signed by a parent/guardian.
- Step 4: The form must then be returned to the Guidance Office for final approval by the Principal.

Only after steps 1 - 4 are completed will a schedule be changed.

Note: Students with 7 or more 1-credit classes may drop a class with administrative approval, but must maintain at least 6 classes. In this instance, classes dropped will be recorded for the semester as "Withdraw/Pass" or "Withdraw/Fail" and will be considered as part of the student's permanent record for the ranking period in which the class was dropped. For the purpose of the "Extracurricular Activities Policy," students dropping a class with a failing grade are considered ineligible.

GRADING POLICY

Grades are weighted on the basis of course difficulty. Weighted grades are used to determine rank in class. They are not used to determine Honor Roll or Grade Point Average.

Below is the grade scale used to determine Grade Point Average and Honor Roll. MMHS does not weight GPA or Honor Roll.

| | | | |
|-----|----------|-----|---------|
| A + | - 98-100 | D + | - 75-76 |
| A | - 95-97 | D | - 72-74 |
| A - | - 93-94 | D - | - 70-71 |
| B + | - 90-92 | F | - 0-69 |
| B | - 88-89 | | |
| B - | - 85-87 | | |
| C + | - 83-84 | | |
| C | - 80-82 | | |
| C - | - 77-79 | | |

SCHOOL LIBRARY MEDIA PROGRAM

The Library Media Program is integral and supportive of the school curriculum and also provides a mechanism for choice and exploration beyond the prescribed course of study. The Library Media Program provides a wide range of resources and information that satisfy the educational needs and interests of students. Materials are selected to meet the wide range of students' individual learning styles. The Library Media Center (LMC) is a place where students may explore more fully classroom subjects that interest them, expand their imagination, delve into areas of personal interest and develop the ability to think clearly, critically and creatively about the resources they have chosen to read, hear or view.

The Library Media Center provides a setting where students develop skills they will need as adults to locate, analyze, evaluate, interpret and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed, responsible citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas and to appreciate the value of literature in an educated society.

The school library media program serves all of the students of the community -- not only the children of the most powerful, the most vocal or even the majority, but all of

the student who attend the school. The collection includes materials to meet the needs of all learners, including the gifted, as well as the reluctant readers, the mentally, physically and emotionally impaired and those from a diversity of backgrounds. The Library Media Program strives to maintain a diverse collection in a variety of formats that represents various points of view on current and historical issues, as well as a wide variety of areas of interest to all students serviced. (Adapted from AASL *Sample Statement of the Role of the School Library Media Program*. AASL Web Site Nov. 15, 1996.)

The Library Media Program and the services provided are developed using the *State of Maine Learning Results' "Guiding Principles"* in ensuring that each student leaves school as:

- I. A clear and effective communicator;
 - II. A self-directed and lifelong learner;
 - III. A creative and practical problem solver;
 - IV. A responsible and involved citizen;
 - V. A collaborative and quality worker;
 - VI. An integrative and informed thinker.
- (*State of Maine Learning Results ,1997*)

CRITERIA FOR TAKING EARLY COLLEGE COURSES

Taking Early College classes through Machias Memorial High School offers students a wonderful opportunity to expand their academic horizons and earn college level credit while still enrolled in high school. Taking a college level course while in high school does entail extra work and responsibility for the student. Colleges have the right to adjust grading or fail a student based on class attendance. It is the responsibility of the student to request professor permission if they are going to miss a class. High school students need to consider possible field trips, school and family activities BEFORE registering for college classes. The following guidelines have been established in order to meet the requirements of participating in the Early College Program:

1. No more than seven daily excused absences in the semester prior to enrollment.*
2. No more than one daily unexcused absence the semester prior to enrollment.
3. No more than three school tardies the semester prior to enrollment.*
4. A minimum final grade of 83 in all classes from the previous semester.**

5. Final decisions for approval of Early College classes will be made by the administration.
6. Students may not go into the University of Maine at Machias dorms while school is in session at MMHS.
7. Transportation will be provided to UMM during the school year. If transportation is not available through MMHS students will be allowed to take their own vehicles or must arrange for individual transportation. A permission slip to drive must be signed by the parent/legal guardian.
8. Any student who receives special services through MMHS and would like to request accommodations for Early College classes must contact Accommodations at 255-1346 for UMM classes, or at 454-1093 or 454-1062 for WCCC classes. Contact must be made to the colleges by the student in order for accommodations to be put in place. It is not legal for the initial contact to be made by MMHS. Please keep in mind colleges do not offer any modifications (e.g. shortened assignments). They only offer accommodations (e.g. large print exams).

CRITERIA FOR ADVANCED PLACEMENT COURSES

For students wishing to take part in AP classes it is strongly recommended that at least a 93 average is maintained in the recommended prerequisite course and an overall GPA of 88 . These recommendations apply to the following classes:

| Class | <u>Recommended Prerequisite</u> |
|-----------------|------------------------------------|
| AP U.S. History | World Cultures/Honors U.S. History |
| AP English | Pre AP English |
| AP Calculus | Pre Calculus |
| AP Psychology | None |

Students taking AP Calculus and AP Psychology may have an AP Option. AP courses will hold a higher weight than general curriculum courses when calculating class rank. They will be calculated into cumulative average at the same weight as general curriculum courses.

SPECIAL EDUCATION

The Special Education Program at MMHS is designed to serve students in grades 9 through 12. Students may be referred for Special Education Program by a teacher, parent, social worker, and/or family physician after sufficient interventions have been

attempted and documented. Evaluations will be completed and placement in the Special Education Program is determined by the IEP Team, headed by the Director of Special Education, and may include the parents, student, regular and special education teachers, administrators, and other individuals as needed.

Students are evaluated through assessment instruments chosen by the Individualized Educational Plan/504 Team. Teacher observations are also a component of the referral process. An IEP meeting is held at an agreed upon time and the assessments are discussed. If the student is found eligible for services, programming is determined.

The Special Education Program is individualized for each student, and programs can be modified or accommodated as deemed appropriate. The instructional program is designed to meet the academic and functional needs of the identified student in the least restrictive environment within the school.

COURSES OF STUDY

APPRENTICESHIPS

Term: Full Year

Credit: 2

Grades: 12

A student may apprentice in a career that they are interested in. The students must first contact the employer and then the Guidance Office. Details (such as schedule, time and place) shall be worked out between employer, student, and Guidance Office. If interested, please see the Guidance Office.

ART

ART FOUNDATIONS

Term: Full Year

Credit: 1

Grades: 9-12

Art Foundations acquaints students with the four major disciplines of art: art criticism, history, aesthetics, and studio art. Drawing, design, painting, and sculpture projects will give the students a well-rounded exposure to basic art forms. The production aspect of the course is designed to introduce students to a variety of media, encourage self-expression, and promote critical thinking and decision making. Students will become familiar with master artist, important art movements, and understand how art has helped shape their culture as well as that of other countries. Students will also be able to discuss and evaluate their own artwork and the work of others. Homework assignments are due weekly.

INTERMEDIATE ART

Term: Full Year

Credit: 1

Grades: 10-12

Prerequisite: Completion of Art Foundations with a class average of C or higher

Intermediate Art extends the students' critical thinking skills, and concept development through concrete experiences creating, reflecting and discussing artworks. Students take a more in depth focus on new techniques and skills. The exploration of the arts in the context of cultural and historical parameters will be included. Connections will be examined between visual art and other disciplines. Homework assignments are due weekly.

ADVANCED ART 1 & 2

Term: Full Year

Credit: 1

Grades: 11-12

Prerequisite: Completion of Intermediate Art with a class average of C or better

Advanced Art builds on previous skills with a more in-depth approach. Art and cultures will be explored visually, verbally, and in written form. Various themes and purposes of art forms and their relationship to the total educational process will be examined. Art history, criticism and aesthetics will be studied in relationship to individually selected artworks and will lead to development of a personal philosophy of art. Homework assignments are due biweekly.

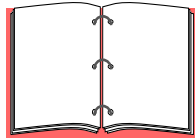
CREATIVE WRITING

Term: Full Year

Credit: 1

Grades: 9 -12

This is a course that focuses on the techniques essential to successful creative writing. It is open to all grade levels and to writers of various levels of ability. Genres will include poetry, fiction, and creative nonfiction. While much of the course will be taught in a workshop format, lectures and class discussions will cover such topics as sentence effectiveness, dynamics of language, metaphor, meter, characterization, plotting, dialogue, narrative point of view, scene construction, revision, and publication. Online writing will also be a component of the class, including blogs, wikis, and personal web sites. Grading will be based on class participation, completion of writing assignments, and overall effort in meeting course expectations.



ENGLISH

ENGLISH 9

Term: Full Year

Credit: 1

Grade: 9

English 9 is an introductory English course. Students will be expected to read, comprehend, analyze, and evaluate a variety of materials, including informational texts, literature, and poetry. Reading material will fall within the 9-10 complexity band width as outlined in *Maine's Common Core State Standards for ELA*. A great deal of emphasis will also be placed on writing and speaking. Writing will include, but not be limited to, narrative essays, explanatory/informative work, and journal/blog entries. Students will utilize research skills and cite textual evidence to strengthen their work. Grammar and vocabulary will be taught as stand alone units as well as within the context of reading and writing lessons.

ENGLISH 10

Term: Full Year

Credit: 1

Grade: 10

Prerequisite: Passing grade in English 9

English 10 continues the course of study commenced in English 9. Students will be expected to read, comprehend, analyze, and evaluate a variety of materials, including informational texts, literature, and poetry. Reading material will fall within the 9-10 complexity band width as outlined in *Maine's Common Core State Standards for ELA*. Writing and speaking goals are elevated over those established in English 9. Grammar and vocabulary acquisition are important components of this class.

ENGLISH 11

Term: Full Year

Credit: 1

Grade: 11

Prerequisite: Passing Grade in English 10

English 11/American Literature examines what it means to be an American through an intense study of our literature. It will begin with a unit on Maine Authors to help give students a better sense of their own personal literary heritage. Next, will be a study of Puritan Times to learn about America's very earliest ancestors through their own writings and from works written about them. The class will progress sequentially through to Modern Times, providing students with a true sense of the American Voice and their connection to it.

Extensive writing, especially critical writing and on-demand essays, will be completed. Research will be utilized frequently to help in the completion of multimedia projects. Vocabulary and grammar will be reinforced through weekly activities.

PRE-ADVANCED PLACEMENT ENGLISH LITERATURE

Term: Full Year

Credit: 1

Grade: 10

Pre-AP English Literature is a course designed to prepare the student for the demands of AP English Literature. It is offered to 10th and 11th graders, with the expectation that AP English be taken the following year. The reading sections and writing assignments are rich and challenging; the pace of the class will be intense. Concentrating on analyzing literature by doing "close readings", the student will develop skills necessary for the exam. Vocabulary will be enriched, ensuring success not only for the AP exam, but the SAT as well. Most importantly, the analytical and writing skills learned in this class will serve the student well throughout the rest of his/her academic career.

GENERAL EXPECTATIONS

- Compositions of every type
- Varied world literature readings, including novels, plays, and poetry
- Double entry reading journals reflecting close readings of works

- Vocabulary notebook with definitions and examples for important literary terms
- Oral presentations
- Active participation in class discussions
- timed writing responses
- Independent reading projects

ADVANCED PLACEMENT ENGLISH (*also see pages 6)

Term: Full Year

Credit: 1

Grade: 11 & 12

Recommended Prerequisite: Pre AP English with a 93 or better average*

AP English is a college-level course designed to prepare you for writing in college as well as for taking the AP English Literature Exam in May. The reading selections and writing assignments are rich and challenging; the pace of the class will be intense. We will concentrate on analyzing literature by doing "close reading" and on developing other skills necessary for the exam. The analytical skills you learn in this class will serve you well throughout the rest of your academic career and in whatever you may choose to do after that.

- Students will learn to read texts beyond the comprehension level, paying close attention to the elements of style, thus opening texts up to wider, more sophisticated interpretations.
- Students will identify the tone, mood, and/or perspective of a particular text by looking at stylistic choices such as diction, imagery, point of view, organization, and syntax.
- Students will support tone identifications with specific examples from the text and will clearly explain the logical connections made in reaching an interpretation.
- Students will practice completing a detailed style analysis essay in 40 minutes or less.
- Students will proofread their work, edit for clarity and conciseness, and share it with fellow students, parents, and teachers for their comment.

SENIOR SEMINAR

Term: Full Year

Credit: 1

Grades 12

Senior Seminar is a course designed specifically to help seniors with the Exhibition process. Components of Senior Exhibition, including drafting the proposal, completing a mentorship, creating a project, writing a research paper, and giving an oral presentation will be completed in this course. MLA format will be taught, preparing students for the skills necessary for writing college papers.

Closely working with the Guidance Department, Senior Seminar will also assist students in completing post secondary school applications, writing the college essay, applying for scholarships, and any other guidance issues specifically related to senior year. One important

objective of this course is to provide seniors with a forum that focuses on the necessities required for pursuing education beyond high school. A variety of literary genres will also be explored, with the expectation that students will be prepared to read them critically and be able to respond both orally and in writing. The class format will be instructional/lecture with computer access available for completing assignments.

FOREIGN LANGUAGE

SPANISH 1

Term: Full Year

Credit: 1

Grades: 9-12

This first-year Spanish course introduces the student to elementary conversation and grammar through a basic supplemental textbook, listening tapes, games, and projects. These materials serve to refine learning and provide opportunity for concept expansion.

During the first semester students are encouraged toward expression through creative art, poetry, song and short skits. Self-expression in Spanish is expected during the second semester through short presentations, skits, and art, which the student creates. Introduction to searching Spanish-using web sites is made.

SPANISH 2

Term: Full Year

Credit: 1

Grades: 10-12

Prerequisite: Spanish 1 with a 77 average or better

This second-year Spanish course continues to be a textbook-based language course in which the student is encouraged toward self-expression through an ongoing combination of grammar, drill, and the student's personal writings. Continued emphasis is placed on reading, writing, listening, and speaking.

History and culture of Spanish-speaking people are introduced. Learning continues to be enhanced by the use of the textbook, coordinated video program and the assistance of guest speakers. Use of computers to search Spanish-speaking sites enhances this class.

SPANISH 3 and 4

Term: Full Year

Credit: 1

Grades: 11-12

Prerequisite: Spanish 2 with a 77 average or better

This intermediate Spanish course relies on a strong knowledge of Spanish 1 and 2. This textbook-based course continues to expand grammar and vocabulary knowledge using a variety of media including computer and video. Students are encouraged toward increased self-expression through the use of class conversation, computer practice and a variety of written and spoken situations. Students will have an increased understanding of spoken and written Spanish and will be able to carry on short conversations. Students continue to be exposed to the history and culture of Spanish-speaking peoples.

Students completing this course should be able to narrow a subject to fit the limits of a writing assignment, make their written "discussion" detailed and specific, maintain a consistent attitude toward material, show clear and intelligent relationship of one idea to another, organize and unify material, revise and improve, write a library paper, and read sophisticated material with comprehension. We continue to search Spanish-speaking web sites as a source of information.

JOBS FOR MAINE GRADUATES

JOBS FOR MAINE'S GRADUATES (J.M.G.)

Term: Full Year

Credit: 1

Grades: 9-12

JMG teaches life skills and employability skills. Each student is a member of a student-led and student-run Career Association. The Career Association has four major goals: Career Development, Leadership Development, Social Development, and Civic Development.

Our senior program assists youth in graduating from high school and prepares them for the world of work. Our competency-based curriculum provides employability skills training in such areas as basic skills remediating, career development, job attainment and retention. After graduation, the real distinction emerges as our job specialists provide nine months of follow-up services to the participants.

In order to reach our goal of a quality job for every JMG graduate, where he/she will stay and grow with the company, ongoing assistance is provided to ensure a working relationship between the employer, the job specialist and the JMG employee.

JMG SENIORS

Term: Full Year

Credit: 1

Grade: 12

JMG teaches life skills and employability skills. Each student is a member of a student-led and student-run Career Association. The Career Association has four major goals: Career Development, Leadership Development, Social Development, and Civic Development.

Our senior program assists youth in graduating from high school and prepares them for the world of work. Our competency-based curriculum provides employability skills training in such areas as basic skills remediating, career development, job attainment and retention. After graduation, the real distinction emerges as our job specialists provide nine months of follow-up services to the participants.

In order to reach our goal of a quality job for every JMG graduate, where he/she will stay and grow with the company, ongoing assistance is provided to ensure a working relationship between the employer, the job specialist and the JMG employee.

MATHEMATICS

PRE-ALGEBRA

TERM: Full Year

Credit: 1

Grade: 9

Requirements: Approval of math department chair

Students will study the various number sets included in the real number system: rational, irrational, integers, whole, fractions, decimals, percents, as well as the operations of arithmetic. Additional topics will include: ratios & proportions; exponents, absolute value, central tendency, properties, plotting & graphing, beginning algebraic terms and solving simple algebraic equations. Students will develop and expand their problem-solving skills in order to solve numeric, algebraic and word problems. A strong emphasis will be on understanding mathematical principles required for success in this course as well as gaining a foundation for future mathematics courses. *Student selection for this course is based on NWEA and NECAP test scores as well as parent/teacher recommendations.*

ALGEBRA I

TERM: Full Year

Credit: 1

Grade: 9-10

Students will gain a greater understanding to the complexity of mathematics by moving from the discrete (numeric) mathematics of arithmetic to the abstract and theoretical concepts within algebra. The expansive use of a variable to represent unknown quantities will be the basis for further exploration. Major topics throughout the course will include: independent & dependent variables, relations, functions, properties, tables and inequalities. Additionally, the use of visual graphs to 'see' what is happening in the mathematical models and equations will be an important part of the instruction. *All students must complete either algebra I or honors algebra I.*

HONORS ALGEBRA I

TERM: Full Year

Credit: 1

Grade: 9

Requirements: Approval of math department chair

An advanced algebra I course offered to students who score well on their NWEA or NECAP tests, who have recommendations from their 8th grade teacher that they can handle the rigor of an advanced class, and who have demonstrated proficiency in the 8th grade standards through a pre-test given by the math department the first week of class. Students will gain a greater understanding to the complexity of mathematics by moving from the discrete (numeric) mathematics of arithmetic to the abstract and theoretical concepts within algebra. The expansive use of a variable to represent unknown quantities will be the basis for further exploration. Major topics throughout the course will include: independent & dependent variables, relations, functions, systems of linear equations, tables, inequalities, exponential functions, and quadratics. Additionally, the use of visual graphs to 'see' what is happening in the mathematical models and equations will be an important part of the instruction. *All students must complete either algebra I or honors algebra I.*

INTERMEDIATE ALGEBRA

TERM: Full Year

Credit: 1

Grade: 10

Prerequisites: Approval of math department chair

The intermediate algebra class is offered only when a large number of algebra I students struggled and had to be remediated during the second semester. Students will continue their algebra studies where they finished during algebra I. Students will gain a greater understanding to the complexity of mathematics by using the abstract and theoretical concepts within algebra. The expansive use of a variable to represent unknown quantities will be the basis for further exploration. Major topics throughout the course will include: independent & dependent variables, relations, functions, systems of linear equations, tables, and inequalities. The use of visual graphs to 'see' what is happening in the mathematical models and equations will be an important part of the instruction. Additionally, a solid review will be used to maintain gains from the previous year.

ALGEBRA II

TERM: Full Year

Credit: 1

Grade: 10-11

Prerequisites: Completion of Algebra I or Honors Algebra I

Students will review basic concepts such as equations, inequalities, relations, the coordinate system, and functions of multiple variables. Students will examine the following topics in greater depth: matrices, quadratic functions, factors, exponents, and translations. The course provides a study of polynomials, radicals, and complex numbers. Students will learn to graph and classify various equations. The course will provide a structured introduction to higher-ordered functions. *All students must complete either algebra II or honors algebra II.*

HONORS ALGEBRA II

TERM: Full Year

Credit: 1

Grade: 10

Prerequisites: Approval of math department chair

*An advanced Algebra II course offered to students who performed well in Algebra I (required 88% or higher) or completed of Honors Algebra I (required 77% or higher). Students will review basic concepts such as equations, inequalities, relations, the coordinate system, and functions of multiple variables. Students will examine these topics in greater depth than the algebra II course: matrices, quadratic functions, factors, exponents, translations, and transformations. The course provides an intense study of polynomials, including radicals, complex numbers and rational exponents. Students will learn to graph and classify various equations. The course will provide a structured introduction to higher-ordered functions. *All students must complete either Algebra II or Honors Algebra II.**

GEOMETRY

TERM: Full Year

Credit: 1

Grade: 10-11

Prerequisites: Completion of Algebra I. Approval of math department chair

Students will study the spatial concepts and insight into the relationships between plane figures such as points, lines, polygons, and circles. Additionally, students will use previously learned algebraic principles, including the use of coordinates, and apply them to geometric problems. Topics of focus will include: the measurement of two and three-dimensional figures, congruency, similarity, ratios, scale, proportions, concurrency, logic, and right triangle trigonometry. To appreciate the necessity and power of logic as a tool for understanding the world around us, students will focus and use the concept of proof throughout the course. Students are expected to study and use a precise mathematical language while reading, writing and problem solving. *All students must complete either Geometry or Honors Geometry. This course can be taken concurrently with Algebra II or Honors Algebra II.*

HONORS GEOMETRY

TERM: Full Year

Credit: 1

Grade: 10-11

Prerequisites: Completion of Algebra I. Approval of math department chair

Students will study the spatial concepts and insight into the relationships between plane figures such as points, lines, polygons, and circles. Additionally, students will use previously learned algebraic principles, including the use of coordinates, and apply them to geometric problems. Topics of focus will include: the measurement of two and three-dimensional figures, congruency, similarity, ratios, scale, proportions, concurrency, logic, and right triangle trigonometry. To appreciate the necessity and power of logic as a tool for understanding the world around us, students will focus and use the concept of proof throughout the course. Students are expected to study and use a precise mathematical language while reading, writing and problem solving. *All students must complete either applied geometry, geometry or honors geometry. This course can be taken concurrently with Algebra II or Honors Algebra II.*

PRE CALCULUS

TERM: Full Year

Credit: 1

Grade: 11-12

Prerequisites: Completion of Algebra II & Geometry and approval of math department chair

This course is a study of algebraic and trigonometric functions and their applications. Students will learn skills allowing them to identify functions and use higher level functions; they will investigate linear, quadratic, polynomial, rational, exponential and logarithmic functions; they will solve equations numerically, graphically and analytically; students will define, evaluate and graph trigonometric functions and their inverses, solve trigonometric equations, apply trigonometric identities, solve triangles and investigate trigonometric applications. *This course can be taken concurrently with Statistics or WCCC.*

STATISTICS

TERM: Full Year

Credit: 1

Grade: 11-12

Prerequisites: Completion or concurrent enrollment of Algebra II.

Students will develop statistical literacy and broaden their statistical thinking with the use of real data and the support of technology. This will allow students to discuss and interpret various forms of data and in many instances, make decisions based on their knowledge. Students will use their knowledge of the scientific methods and apply them to the field of statistics. They will also be able to generate and/or interpret various graphs and displays of data. Other topics will include, the relation between two variables, probability, and probability and sampling distributions. *This course can be taken concurrently with Pre-Calculus, Geometry or Algebra II.*

SENIOR MATH

TERM: Full Year

Credit: 1

Grade: 12

Requirements: Must be a senior

This course is a review of arithmetic, algebra, and geometry. A major goal of the course is to raise the students' Accuplacer scores so they will be able to take credit bearing math classes in college during their freshmen year. The students will solidify their skills to perform discrete mathematics through all arithmetic operations and number sets. Although the focus will be on arithmetic and elementary algebra, they will also gain a deeper understanding of how, why, and where various functions are used in business, taxes, marketing, and household mathematics. They will solve equations and word problems numerically, graphically and analytically.

MUSIC

BAND

Term: Full Year

Credit: 1

Grades: 9-12

This course focuses on the playing of a band instrument. Students must meet the pre-requisite requirement of playing an instrument at an intermediate level. Students will develop skills on their chosen instrument as well as learn the art of playing in a group. An historical perspective as well as the basics of music theory will be presented through the band literature studied. This is a performance-oriented class, and public concerts are required.

CHORUS

Term: Full Year

Credit: 1

Grades: 9-12

This course focuses on the student's singing voice. Students will develop vocal technique (breathing, phrasing, tone, blend), music reading skills, basic music theory and a historical perspective through the choral literature presented in class. This is a performance-oriented class, and public concerts are required.

BAND / CHORUS

Term: Full Year

Credit: 1

Grades: 9-12

This class is a combination of both Band and Chorus. Each period is evenly split so students can participate in chorus and then attend the second half of the band period. Mondays alternate between the two performing groups.

PHYSICAL EDUCATION AND HEALTH

HEALTH

Term: Full Year

Credit: .5

Grade: 9

REQUIRED COURSE

Students will comprehend concepts related to health promotion and disease prevention; demonstrate the ability to access valid health information and health promotion products and services; and demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will also analyze the influence of culture, media, technology, and other factors on health. Students will demonstrate the ability to use interpersonal communication skills to enhance health; demonstrate the ability to use goal-setting and decision-making skills to

enhance health; and demonstrate the ability to advocate for personal, family, and community health.

PHYSICAL EDUCATION 1 & 2

Term: Full Year

Credit: .5

Grades: 9 & 10

REQUIRED COURSES

Classes are designed to teach students the role exercise plays in their lives and the importance of physical fitness at all stages of life. Students are given instruction in team sports, individual sports, and aerobic exercise.

Students completing the physical education program should learn cooperation, respect for other people's feelings, responsibility, punctuality, and sportsmanship.

LIFE SPORTS

Term: Full Year

Credit: 1

Grades: 11-12

Students must have maintained a "B" average in their first two years of regular Physical Education and be highly motivated to learn and sample new games and activities. Emphasis is on individual sports and fitness activities that can be enjoyed by participants in their later years of life as opposed to your typical team sports such as basketball, soccer, baseball, etc. Examples include croquet, horseshoes, badminton, table tennis, bowling, pocket billiards, down hill skiing, ice skating, cross country skiing, weight training, takraw, aerobics, korfbal, and soft lacrosse.

PRE-VOCATIONAL EDUCATION

CULINARY DESIGN

Term: Full Year

Credit: 1

Grade: 9-12

Students in this class will learn to create art pieces utilizing a variety of food products. The food used will include marzipan, sugar, tallow, salt dough, chocolate, and vegetables. The student will also learn how to produce and assemble decorated cakes, centerpieces, and dinner entrees. This work will be accomplished through individualized instruction and a hands-on approach. The history of the process and the origin of the food products will also be highlighted.

INDUSTRIAL ARTS

Term: Full Year

Credit: 1

Grade: 9-12

The Industrial Arts program consists of four areas of study: welding, automotive, carpentry and building maintenance.

Each of these courses include a strong emphasis on safety practices and recognition of safety hazards in the workplace, as well as detailed training in the proper use of all equipment with appropriate guards, attire and preventative maintenance. Also included in the program is the *Starting Safely* course, which teaches students the basic concepts of occupational safety and health with activities intended to raise awareness about workplace hazards, occupational injuries and illnesses, their rights on the job and encourages them to become active in creating a safe and healthy work environment. Students successfully completing the *Starting Safely* course receive a Safety Certificate from the Maine Department of Labor.

CARPENTRY/WOODWORKING

A program that prepares individuals to apply technical knowledge and skills to lay out, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. includes instruction in areas such as common systems of framing, construction materials, estimating, foundations, walls and ceilings, interior finish and flooring installation. Students will also be trained in the safety practices, and proper use of pneumatic equipment, such as nail guns, as well as other power and hand tools. In woodworking, students will also be able to build smaller projects such as cabinets, bookshelves, stools, tables, etc. and develop their skills in cutting, laying out, assembling and joining wood projects, as well as sanding, staining, painting and other finishes.

BUILDING MAINTENANCE

This course teaches students basic building maintenance which is applicable to both industrial and residential workshops. Students will learn basic repair and upkeep in a shop environment with a focus on preventive maintenance. This includes instruction on basic plumbing, lighting, electrical and structural elements of a facility. Additional subjects include, but are not limited to, maintenance of; surface finishes, masonry, environmental control systems, and weatherizing procedures.

SCIENCE

EXPLORATIONS IN THE PHYSICAL SCIENCES

Term: Full Year

Credit: 1

Grade: 9

This course is an introductory physical science course that emphasizes the basic principles of chemistry, physics, astronomy and earth science. Students will also learn the appropriate use of measurement tools to collect data, how to document and analyze data, and how to communicate their findings both in written and oral formats. This level class will strengthen students' referencing and indexing skills, as well as reinforce basic knowledge of algebra.

HONORS EXPLORATIONS IN THE PHYSICAL SCIENCES

Term: Full Year

Credit: 1

Grade: 9

Honors Explorations in Physical Science is a rigorous introductory physical science course that emphasizes chemistry, physics and earth science. Students will learn how to conduct labs, as well as write lab reports. Basic algebra, and possibly geometry will be used to solve some scientific equations and to accurately and completely research various topics. Use of measurement tools to collect and analyze data will be used often. Students will be expected to maintain a brisk pace throughout the year.

BIOLOGY WITH LAB

Term: Full Year

Credit: 1

Grade: 10

This is a demanding introduction to the biological sciences for motivated students. In this class students will gain an understanding of the cellular structures and processes and how they relate to living systems. Genetics will be examined and current DNA technology will be explored in real-life applications. They will also study the classification system from unicellular through multi cellular organisms to gain an appreciation of how and why living organisms are categorized. Ecological and social problems such as pollution and overpopulation will be considered throughout the course with regard to their impact on the biological world.

Students completing this course should be able to follow correct laboratory procedure, write a laboratory report, research and present scientific information and be proficient at note taking and organization of their materials. Students will have a better appreciation of the biological world around them so they can make informed decisions about sociopolitical and personal issues that confront them as adults.

HONORS BIOLOGY WITH LAB

Term: Full Year

Credit: 1

Grade: 10

This is a demanding and writing intensive introduction to the biological sciences for motivated students. Through inquiry-based exploration and observation, students will gain an understanding of the complexity and diversity of life. Diversity theories, classification system from unicellular through multi cellular organisms will be studied. Current DNA technology will be explored in real-life application. Ecological and social problems such as pollution and overpopulation will be considered as pertains to their impact on the biological world.

Students completing this course should be able to follow correct laboratory procedure, write a laboratory report, research and present scientific information and be proficient at note taking and organization of their materials. Students will have a better appreciation of the biological world in order to make informed decisions regarding sociopolitical and personal issues that they may confront as adults.

ENVIRONMENTAL SCIENCE

Term: Full Year

Credit: 1

Grade: 10 -12

This course will be an introduction to the local ecosystem sustainability. Students will gain basic knowledge of indigenous flora and fauna, watersheds of the area, beginning forestry skills and techniques for farming (aquaculture and agriculture) that do not negatively impact farmed areas. Students will study regional businesses that utilized nonrenewable natural resources. Through study of these subjects, students should gain an awareness of how their actions and the actions of others can have a positive or negative impact on local habitats.

CHEMISTRY

Term: Full Year

Credit: 1

Grades: 11-12 (Grade 10 students may take this course with permission from the instructor.)

Prerequisite: Biology

This course is a study of the major concepts involved in chemistry. Topics to be studied are atomic theory, periodic relationships, chemical nomenclature, stoichiometry, principles of bonding, calorimetry, gas laws, radioactive decay, and quantum mechanics.

Students will need a solid understanding of algebraic concepts and will be expected to complete the majority of homework outside of class. The laboratory exercises will require strict attention to detail, the ability to interpret complex instructions, and clear and effective group collaboration. This course will require some independent study.

PHYSICS

Term: Full Year

Credit: 1

Grade: 12 (Grade 11 students may take this course with permission from instructor)

Prerequisite: Explorations of Science and Biology

Physics is a less rigorous course than Honor Physics and is designed for all high school students with a interest in science but not the intense background in mathematics . Students in this class should be comfortable using algebra and some trig functions to solve a variety of quantitative challenges. The successful physics student will be well-prepared for vocational classes at the post-secondary level. While this course utilizes mathematics as an influential tool, it also emphasizes concepts, ideas, and principles expressed in everyday language. Also, every opportunity available will be utilized to incorporate technology into the classroom. With the use of computers, Vernier software, and Vernier probeware.

COURSE OBJECTIVES

- Establish a working definition of physics.
- Understand and predict the outcome of activities occurring all around us
- Evaluate the increasingly complex problems in our modern, technology-driven world.
- Establish a pattern of asking questions.
- Use computers, Vernier software, and Vernier probe ware extensively in a lab environment.
- Use mathematics to describe the work and power in a system.
- Use mathematics to describe and predict electrical and magnetic activity.
- Use mathematics to describe the law of conservation of momentum.
- Use Newton's Laws to qualitatively and quantitatively describe the motion of objects.
- Describe how forces affect fluids.
- Describe the characteristics of static and current electricity.
- Describe and quantify the ways machines can provide mechanical advantages in producing motion.

ANATOMY AND PHYSIOLOGY

Term: Full Year

Credit: 1

Grade: 12

Recommended Prerequisite: Grade of 85 or better in Biology (Passing Grade in Chemistry)

The course emphasis is on the development of fundamental concepts in human anatomy and physiology. Students will gain a knowledge of the structure and function of the various body systems. They may be required to dissect various organisms and tissues to supplement class work. Not only will students study healthy bodies, they will also learn the mechanism by which many diseases are acquired, treated and prevented. Students will come to realize that a healthy body depends on the coordination of each body system working in a state of equilibrium and the disruption of any one system disrupts the whole. Hopefully, as students come to understand this, they will develop respect for the human body and assume responsibility for the well being of their own bodies.

Students completing this course should be able to identify body systems, utilize a working vocabulary of the language of anatomy, associate various organs with the proper body system, give the function of each body system, understand the relationships among the body systems, identify all the major bones and many of the major muscles.

SOCIAL STUDIES

GEOGRAPHY

Term: Full Year

Credit: 1

Grade: 9

This course is a study of people, places and environment from a physical and cultural perspective. Through a variety of classroom activities, students will gain an appreciation and understanding of the independent world in which they live. Students will analyze and evaluate the connection between their local and global communities. The course will emphasize the practical and responsible application of geography to life situations. The student will be provided the opportunity to develop skills and knowledge to discover spatial organization by using maps, globes, images and technologies; compare and contrast the physical and human characteristics of place; interpret the complexity of the world by using the concept of regions; explain the physical processes that shape patterns on the earth's surface; analyze the characteristics and distribution of the earth's ecosystems; analyze demographic information to determine population trends; evaluate regional and global problems from a multicultural perspective; and examine current events from a geographic perspective.

WORLD CULTURES

Term: Full Year

Credit: 1

Grade 9

World Cultures is a required one yearlong course that is taken during a student's freshman year if that student plans to take other upper level history classes. This class is a people-centered study involving an in-depth look at the world's major cultures. The study of each of these cultures will focus upon historical and present-day culture and geography, family life and structure, social organizations, attitude on education, religious beliefs and institutions, economic life, political trends, and the intellectual and artistic accomplishments of men and women within the culture. The study of each of the cultures will be supplemented by the development of reading, writing, research, geography, critical thinking, study-note-taking, technological use and presentation skills.

AP WORLD

Term: Full Year

Credit: 1

Grade 10

This college-level course is a challenging course for motivated sophomores that is meant to be the equivalent of a freshman college course and can earn students college credit. This course includes both a general study of world history and examines major transitions over time and the impact from a global perspective. Solid reading and writing skills, along with a willingness to devote time to homework and study, are necessary to succeed. Emphasis on reading historical material and primary documents will give students practice using evidence to make

arguments they can skillfully substantiate. The ability to identify point of view, context, and bias will enable students to objectively compare and contrast world history events using the AP World history themes to succinctly explain continuity and change over time. All students completing this exam should have a well-developed sense of time and place by focusing on the AP world history themes, be able to read and analyze documents (primary and secondary); and have developed the skills to write a coherent essay with a strong thesis.

SOCIOLOGY

Term: Full Year
Credit: 1
Grade: 10 - 12

This is an introductory course designed to acquaint students with the major aspects of sociology. Topics discussed include society and culture, social structure, social institutions, socialization, continuity, and change in social movements and social problems. Evaluation of student progress is based on test and quiz results, class participation, written reports, and oral presentations.

UNITED STATES HISTORY

Term: Full Year
Credit: 1
Grade: 10

Students taking this class are taught how democratic institutions evolved, how cultural diversity has affected American democracy, how technology and industrialization have shaped American political and social institutions, a basic knowledge of the great events in American history, the contributions of those most responsible for shaping American history, and the circumstances that enabled America to become a great power.

It is hoped that students completing this class will appreciate cultural diversity, develop a respect for and a tolerance for the rights of others, have a respect for tradition and legitimate authority, and realize that both are consistent with democracy, appreciate the role education has had in shaping American history, and understand the relevance of historical study.

Students completing this class should know the chronological development of the United States, know basic placement geography, be able to organize notes, to read historical materials, and to pick out the most significant information.

HONORS UNITED STATES HISTORY

Term: Full Year
Credit: 1
Grade: 10

Honors U.S. History is a survey course covering exploration to the present and requires a great amount of reading from the text to supplementary materials. A thematic approach will be followed to study the major events of the past four hundred (400) years of American history. Emphasis will be placed on economic, social and political history. Assessment of student

progress will be based primarily on tests, essays, projects, written homework and daily participation. This course is a recommended prerequisite to Advanced Placement U.S. History.

ADVANCED PLACEMENT U.S. HISTORY (*also see pages 6)

Term: Full Year

Credit: 1

Grades 10-11

Recommended Prerequisite either World Cultures or Honors US History or teacher recommendation

This is a one-year college preparatory course in U.S. History that should prepare students for success on the U.S. History A.P. Exam. The course begins with colonial history and progresses to the present. It is a demanding course whose emphasis goes beyond the memorization of facts to the interpretation and analysis of historical data and writings. Student writing is an important component of the course.

This course is designed to prepare the student to take the Advanced Placement Examination in United States History administered by the College Board in May of each year. Some colleges grant credit to students who pass the exam. Advanced Placement United States History also offers a challenge for the student who feels that his/her needs cannot be met in the regular U.S. History class.

PSYCHOLOGY

Term: Full Year

Credit: 1

Grade: 12

This class is designed to give college-bound students an overview of the discipline of psychology. Students taking this class are taught to recognize the major psychologists and the theories they developed. The major forms of mental illness and work being done to cure them, and the manner in which personality and behavior traits develop are also studied.

Those completing this class should have a better understanding of and a tolerance for those who are different from themselves. Students are encouraged to have a positive image of themselves and to develop feelings of self-esteem. Students completing this class should be able to make comparisons between psychologists, make comparisons between various mental disorders, engage in rational oral discussions, and present material coherently -- either in oral or written form.

ADVANCED PLACEMENT PSYCHOLOGY(*also see pages 6)

Term: Full Year

Credit: 1

Grade: 12

Honors Psychology is designed to give the college bound student a broad view of the field of psychology. Emphasis will be placed on the physiology of the mind and body, learning

processes, developmental stages of human growth, theories of psychology, and psychological disturbance and breakdown. Students will expand their knowledge beyond the text through the use of extensive research projects and readings. Any student who chooses will have the opportunity to take the Advanced Placement exam upon the successful completion of the course.

AMERICAN GOVERNMENT

Term: Full Year

Credit: 1

Grade: 11

American Government is a detailed study of government in the United States with special emphasis on the government in action. Students will examine the fundamental ideas reflected in American government, the documents (i.e., Magna Carta, English Bill of Petition, Articles of Confederation, Declaration of Independence, Constitution and Bill of Rights) that contributed significantly to its formation, as well as basic government structures. Additional attention will be focused on how these structures interact with each other and the relationship between government and the people. The course is designed to highlight the role played by government in the lives of American citizens; however, the role played by the American government in world affairs is also studied in detail.

HONORS AMERICAN GOVERNMENT

Term: Full Year

Credit: 1

Grade: 11

This is an honors course in American Politics and Government. Throughout the course, we will discuss the founding of the republic, the historical development of the government, current institutional structure as well as the role and behavior of citizens in a representative democracy. Although it is not a current events class, current events will often be discussed to show how events relate to the topic. As a result, students should follow what is happening in the world. The text will be liberally supplemented with additional readings in primary and secondary sources, news programs, newspapers, magazines, information from the Internet, and the Wall Reader. The Honors class in American Government and Politics is detailed and comprehensive, students must work diligently to keep up with the workload. A summer reading assignment is required. This course will help prepare students for the AP Government class and exam.

ADVANCED PLACEMENT GOVERNMENT(*also see pages 6)

Term: Full Year

Credit: 1

Grade: 12

Recommended Prerequisite: Honors American Government.

This college-level course is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. This course includes both the study of

general concepts used to interpret U.S. Politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. Current political, legal, and governmental issues will be used to illustrate major points and refine the student's understanding. Solid reading and writing skills, along with a willingness to devote time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills and essay writing. It is strongly recommended that students have a previous government background to be successful in this class. Students completing this course will develop a critical analysis of the processes of the American political system with all its strengths and weaknesses, as well as each citizen's role in that system.

MEDIA

JOURNALISM / YEARBOOK/VIDEO

Term: Full Year

Credit: 1

Grades 10-12

In this “info” stage the skills and experience in managing information are powerful and vital. Students in the Journalism/Yearbook/Video class will be offered the opportunity to gain life skills, assume responsibilities, learn the importance of meeting deadlines, and add diversity to their high school experience. That combination should make the editorial staff one of the most promising places in education for shaping skills and launching careers. Few classes or activities offer the diverse skills that are gained by working on the Bulldog Reporter and the Margareta staff.

Students participating in this class will gain journalistic skills to include: research, interviewing, composition, edit/proofreading, camera basics, page design/layout, and computer technology using the InDesign and Photoshop programs.

For the video portion of the class, students have the opportunity to gain skills in camera operation, commentating, or switching at home sporting events. This class fulfills a fine art requirement.

CAREER & TECHNICAL EDUCATION

Machias Memorial High School is the site for a program in Career & Technical Education for secondary students from MMHS, Narraguagus, Jonesport-Beals, and Washington Academy. The CTE Program currently includes courses in the Building Trades, and Culinary Arts/Hospitality given at MMHS, and Criminal Justice given at Narraguagus High School.

BUILDING TRADES

Term: Full Year

Credit: 3

Grade: 11 -12

This program provides classroom theory and shop application for students who want to acquire entry-level skills in residential construction. Major areas of study include: blueprint reading, cost estimates, site layout, foundations, framing, roofing, siding, insulation, ventilation, walls & ceiling coverings, interior finish and flooring installation. Safety and attitude are stressed in each phase of construction experience.

The school facility is large enough to construct mockups or small projects within the shop, and onsite projects provide other work environments. Students will gain foundation skills for furthering their education in this general field and/or will acquire skill competencies for basic entry-level positions.

Possible related careers for students completing this course might be carpenter helper, rough carpenter, construction, retail lumber, roofer, drywall installation, finish carpenter or cabinetry.

CULINARY ARTS - HOSPITALITY

Term: Full Year

Credit: 3

Grade: 11 -12

The Culinary Arts-Hospitality program, which will be taught concurrently, is a hands-on and academic experience that trains students for a career in the Food and Hospitality Industry. Students learn basic skills through sanitation, food handling, entrepreneur skill training and exploring careers in Hotels, Travel/Tourism and Recreation.

Practical experience is gained through the preparation of meals, catering special events and hands-on work experiences. A wide range of career specialization within the Food and Hospitality Industry is attained through field trips and special projects throughout the year. These courses prepare students for entry-level jobs in the Food and Hospitality Industry.

CRIMINAL JUSTICE

Term: Full Year

Credit: 4

Grade 11-12

This course of study is offered through Narraguagus High School and is designed to provide high school students with a background in law enforcement. Entry-level competencies in law enforcement will be stressed including the role of law personnel, information skills, personal development, records management, personnel relations, ethics, case presentation, civil process, fingerprinting, corrections training and other law-related topics. Students receive a curriculum similar to the 100-hour Pre-Service Course offered by the Maine Criminal Justice Academy.

This program is coordinated by a vocational instructor certified in the law enforcement field. The students in this program will have the opportunity to explore future career opportunities in the law enforcement field. The attributes of courage, honesty, dedication and service are stressed and developed throughout the course.

CAREER & TECHNICAL EDUCATION STATEMENT

***ALL CAREER & TECHNICAL EDUCATION PROGRAMS ARE OPEN TO
MALES AND FEMALES.***

***STUDENTS ARE EXPECTED TO CARRY SCHOOL INSURANCE
OR ITS EQUIVALENT.***

INFORMATIONAL TECHNOLOGY

INFORMATION TECHNOLOGY PROGRAM: CompTIA+, Network+, and Security+
Instructors: Axiom Technologies and Thomas College staff

CompTIA's A+, Network+, and Security+ certifications are meant for entry-level computer technicians. The certifications are vendor-neutral certifications that were introduced in 1993 and are now held by over 600,000 people. It has no prerequisites, but is widely used as a starting point for various system administration and network administration certifications. Students will gain knowledge and skills related to computer systems, repairs, and maintenance.

Network+ and Security+ classes are offered after successful completion of CompTIA+.

This courses are limited to twelve (12) students with preference given to seniors and juniors. Sophomores may enroll with permission from Axiom if seats are available. Students will be required to take two certification exams when they have complete the

course work. Students who pass the exam will be issued professional industry certification. Students will also receive a high school science elective credit and college credit from Thomas College.

The classes will be held in the Axiom Technology building on Tuesdays and Thursdays from 1:00 pm-2:30 pm. ***There is no cost to the student or their families for this opportunity.***

The program includes three modules:

- **CompTIA+** - students will learn how to install, upgrade, repair, configure, optimize, troubleshoot, and perform preventative maintenance on basic personal computer hardware and operating systems
- **Network+** - students will learn about network technologies, installation and configuration, media and topologies, management, and security
- **Security+** - students will gain competency in network security, compliance and operational security, dealing with threats and vulnerabilities, application of data and host security, access control and identity management, and cryptography.

The goals of the partners are to prepare students for a future career while still in high school. Companies, such as Apple, Dell, and the U.S. Department of Defense, just to name a few, hire people with one or all of these certifications (CompTIA.org) as well as local Maine businesses. IT jobs are currently in high demand and are expected to remain so for the long term.