
Maranacook Community High School



Program of Studies 2008 – 2009

Maranacook Community High School
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DIRECTORY

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Academic Dean	Anne Sinclair.....	ext. 311
<i>(Art, Business Education, Foreign Language, English, IA and Technology)</i>		
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<i>(Math, Science, Social Studies, Music, Media, Health and Physical Education)</i>		
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Guidance Counselor.....	Shannon Bergeron.....	ext. 326
Dean of Students, gr. 9-10.....	Pat Stanton.....	ext. 356
Dean of Students, gr. 11-12.....	Steve Saunders.....	ext. 306
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Guidance Services

The school counselors provide counseling programs in three domains: academic achievement, career planning, and personal/social development. Our services help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction. An effective counseling program is important to our school climate and crucial element in improving student achievement and well-being. Above all, school counselors are student advocates who consult and collaborate with teachers, administrators, and families to help students be successful.

The Guidance office is available to assist students in making course selections and career and post-secondary plans. Students may use the CHOICES career program, the Promising Futures Web site, the College Catalogue Library, and other available resources. Student and parents are encouraged to make an appointment to discuss any concern with one of the school counselors.

Maranacook Schedule

Maranacook’s schedule is a block schedule based on Black Days with periods 1,2,3,4 and Gold Days with periods 1,2,3,4. The school day is from 8:00 a.m. to 2:30 p.m.

Report Card & Progress Reports

Students receive information regarding progress in each class six times a year. Included are major objectives, a numerical grade, and the percentage each contributes to the average grade. Teacher comments are also included. A computer-generated report card is mailed each semester. The district uses PowerGrade as its electronic grading system. Grades can also be accessed by staff, students and parents via the Web.

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Courses offered in this Program of Studies will be offered depending on enrollment and budgetary support.

COURSE SELECTION INFORMATION

The academic program at Maranacook Community School includes a wide variety of courses. The courses students take in high school affect their options when they graduate. For this reason, we promote a four-year perspective on course selection for students and strongly encourage parental involvement. Parents and students should work with advisors and the guidance office to plan a four-year sequence of courses. We encourage parents and students to take the following steps in doing this.

1. **Review the student's present and past academic record.** List this information on a "Program Planning Worksheet" before reading this booklet. Get this form from your advisor or guidance counselor. The guidance office also has your transcript, which you will need to complete the form.
2. **Develop the student's future goals.** These could include a four-year college program, a training program, military enlistment, or employment following graduation. For each of these options there is a range of course requirements. To help you, Maranacook's courses have been sorted into four guides. You will find a description of each guide with sample courses in this booklet.
3. **Decide which plan the student should follow.** Do this by comparing the information in steps 1 and 2. Then answer some questions:
 - a. Which plan will best meet the student's goals?
 - b. Does the student's present and past academic record support this plan?
 - c. If the answer to b. is no, then either change the goal, or add extra or stronger courses.
4. **Read the course descriptions in this booklet.** Then select courses for the coming year that are in that plan. Be sure to consider School Committee graduation requirements listed on the following page.

The school's aim: To encourage students to select the most challenging sequence of courses that will prepare them for reaching their goals. Advisors and guidance counselors are available to aid students and parents with each step outlined above. Developing a program of studies for high school can be exciting. We want to assist in any way we can.

CURRICULUM REQUIREMENTS

The CSD#10 School Committee believes that in order to assure the students at Maranacook Community School are better prepared to meet the challenges of society today and tomorrow, it is important that the school maintain a high level of expectations and academic college preparation. The School Committee intends that the credit requirements established in this policy be considered the minimum. The School Committee also intends for the staff and parents to encourage and challenge students to exceed the minimum.

- A. Each student is required to take six (6) full courses each semester. Seniors may elect to do a Senior Project as their sixth class.
- B. With the approval of the Academic Dean and Guidance Counselor, students in grades 7 and 8 may take high school courses and receive secondary credit if course is successfully completed.
- C. With prior approval, students may earn a half credit toward graduation for each diploma course taken in the Adult Education Diploma Program. This procedure is referred to as "concurrences" and requires approval of the Guidance Counselor, Adult Education Director, Superintendent, and School Committee or their designee.
- D. All students are required to earn twenty-two credits to receive a diploma and participate in the graduation exercises.
- E. Seniors who correct any deficiencies by the end of the first full semester following the graduation date may receive their original diploma.
- F. Required credits for graduation MUST include:

Subject	Credits
English	4
Mathematics	3
Science and Technology	3
Social Studies*	3
Health	½
Visual and Performing Arts	1
Physical Education	1½
Computer Elective	½
Electives	5½

*Social Studies credits must include Global Explorations, World History and US History.

Students must meet the standards of the Maine Learning Results in addition to the specific credit requirements listed above. For specific information regarding these additional requirements, consult the course descriptions. Any substitution or exception to the requirements for graduation will require the recommendations of the advisor, Guidance Counselor, and the Principal.

ENGLISH LANGUAGE ARTS

Sometimes students ask, “I already know English. Why do I have to take it?” The study of English involves more than merely speaking the language well. English classes provide skills that allow us the opportunity to define who we are by expressing our thoughts and feelings in writing with clarity and grace. We are also invited to share those aspects of ourselves with others, and connect with the experiences of a wide variety of people, times, and places through reading. As we begin to understand and appreciate the complexity and uniqueness of other individuals through the study of our own English language, we better understand and appreciate ourselves. Recommendations for appropriate course level (Honors, College Prep, Standard, and Elective) are made prior to registration.

MAINE LEARNING RESULTS

A. PROCESS OF READING

Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

B. LITERATURE AND CULTURE

Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

C. LANGUAGE AND IMAGES

Students will demonstrate an understanding of how words and images communicate.

D. INFORMATIONAL TEXTS

Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

E. PROCESSES OF WRITING AND SPEAKING

Students will demonstrate the ability to use the skills and strategies of the writing process.

F. STANDARD ENGLISH CONVENTIONS

Students will write and speak correctly, using conventions of standard written and spoken English.

G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING

Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.

H. RESEARCH-RELATED WRITING AND SPEAKING

Students will work, write, and speak effectively in connection with research in all content areas.

The **Honors** courses are for students who choose to work at an accelerated pace and pursue in-depth study. Students in these courses read more difficult material, apply more abstract concepts and work at a faster pace. Extensive writing, student responsibility and initiative, absolute deadlines, and portfolio assessments are emphasized. Prior summer reading and writing are required for entering these classes. At this level, students are expected to read 20-30 pages for homework independently as well as completing all homework assignments regularly. Class work will include daily readings, writing assignments, vocabulary work, journals, and discussions, etc.

The **College Prep** courses are English 9 College Prep and English 10 College Prep. These courses help students master the language and composition skills needed to write clearly and effectively. In addition, students study literature and become familiar with various literary genres. As in all English courses, an effort is made to improve each student’s reading, writing, and thinking skills.

English courses are designed for students in grades 9-12 who demonstrate reading and writing difficulties. These courses are English 9 and English 10.

The **English Elective** courses are a variety of courses offered to 11th and 12th graders. There is no set progression of elective courses. English teachers may recommend one or more selections for each student. Summer reading is urged for all elective courses.

ENGLISH 9 Honors, College Prep, Standard

This course reinforces and strengthens students’ language, composition and research skills. It is also a survey of various literary types such as novels, short stories, drama, and poetry. Students in Honors English 9 must read four books for summer reading. In addition, students must write two pages of personal response (not a plot summary) for each book due the first day of class. The English department will provide a list of books from which students may choose. Students in College Prep English 9 or English 9 who choose to do the summer reading and writing will receive 10% credit. 1 credit

ENGLISH 10 Honors, College Prep, Standard

Prereq: English 9

This course improves students’ writing, reading and research genres skills. The goal of the course is to introduce students to a greater range of literary types and ideas beyond English 9. Another goal is to help students develop interests they can pursue in the Junior/Senior electives program. Honors English 10 requires summer reading. The English department provides a list of books from which students may choose. In addition, students must write two pages of response on each book, for a total of 8 pages. This must not be a plot summary but a personal response to the reading. They are written as the reader progresses through each of the three books. Students in College Prep English 9 or English 9 who choose to do the summer reading and writing will receive 10% credit. 1 credit

ENGLISH 11 1 credit

ENGLISH 12 1 credit

ENGLISH ELECTIVES

HONORS AMERICAN LITERATURE Grade 11

This course provides an in-depth analysis of American authors or topics from colonial times to the present. Selections include the study of lesser known writers as well as major figures. Readings include novels, short stories and poetry. Course work includes extensive reading assignments, writing assignments and serious discussion. A comprehensive research project over a specific author or poet will be required. In addition, students will be required to do summer reading of 3 assigned books plus 1 additional American authors and to write responses. The teacher will contact students with further information. 1 credit

CREATIVE WRITING CP Grades 11-12 Prereq: Submission of student writing and/or permission of instructor
Students in this course will learn and practice skills that will help them create original, fresh, and insightful creative work. They will increase their understanding of how writing is structured to create particular effects. They will hone their critical reading skills through reading, discussion, and writing assignments, and will learn the conventions of critique, collaboration and editing in a workshop setting. Students will compile a portfolio of revised and edited work of their own. 1 credit.

WORLD LITERATURE CP Grades 11-12

Travel the world through reading! Classic literature and contemporary stories, novels, poems, and plays will help you to learn about other cultures of the world. Course work includes daily reading, discussion, journal work, writing, and vocabulary study. Films, music, art, myths and folktales, and research also complement our texts in order to create a context for understanding what we read. 1 credit

READING, WRITING AND REFLECTION Grades 11-12

Choose your own books and create individual reading-based projects in this English elective. In addition to self-selected readings, we will read a variety of short works from newspapers, magazines, and Internet site in class as a basis for discussion, debate and writing prompts. In preparation for two or four year colleges, students will develop a variety of writing and analytical skills. 1 credit

**Pending approval of School Committee*

CONFLICTS AND CONNECTIONS IN LITERATURE CP Grades 11-12

Do you have a hard time relating to "classic" literary works? This course will focus on contemporary fiction that includes interesting characters in situations of conflict and connections. We will continue the work started in Sophomore English on college preparatory skills. These will include activities that emphasize reading analysis, essay writing, vocabulary work, journal exercises, and in-depth discussion.

READINGS IN FICTION CP Grades 11-12

This course emphasizes novels and short stories by 20th century authors. Course work will include daily reading, discussion, journal work, writing instruction, and vocabulary study of words in context. Individual reading and writing projects will be used. Short research assignments will also be completed to gain an understanding of the times and cultures of the fiction read. 1 credit

JOURNALISM INDEPENDENT STUDY Grades 11-12

Experience a variety of opportunities as you work to produce a high-quality student publication. Gain skills in interviewing, editing, layout and design, composition, photojournalism, and advertising. The ethical and legal aspects of journalism will be subjects of study, as well as the art of wrapping your information in rich rhetoric. Design, create, and implement your own program of study.

HONORS ENGLISH SEMINAR Grade 12

This course is meant to approximate the depth and breadth of a college freshman English course. Major areas of study are literary and rhetorical analyses of fictional and non-fictional texts, linguistics, and the cultural impact of literature and language. In this class, we will also be reading many texts for the pure enjoyment of reading. In preparation for college, students will further develop writing skills in a variety of genres, including creative writing. During the fourth quarter, students will design and complete their own units of study. Emphasis is placed on student initiative and creativity. 1 credit

APPLIED COMMUNICATION Grade 12

This one-year course is offered to students attending CATC. It meets daily and focuses on job-site situations. Students will develop skills in technical writing such as resumes, business letters, memos and detailed instructions such as those found in manuals. Students also develop skills in listening, speaking, writing, reading and nonverbal communication. Students will read novels, short stories, plays, and current newspaper articles. They will also develop skills in electronic communication. Requirements include journal writing and reading outside class. 1 credit

THEATRE Grades 10-12 Semester

This course is designed to be an initial exposure into the world of theatre, stressing the knowledge and practical use of skills related to the theatre. Some study of historical and contemporary theatre will be covered. Activities are designed to develop skills in the following areas: voice production, dramatic reading and delivery; stage presence (individual and group) and use of body language and movement; improvisation, acting and characterization; monologue delivery, memorization, scene study, script reading and analysis, critique (oral and written) and scene production. *Note: this is not a course where students sit passively; all students are required to participate actively.* English Credit as elective only – not to substitute for required English credit.

MATHEMATICS

MAINE LEARNING RESULTS

A. NUMBER: Students use numbers in everyday and mathematical contexts to quantify or describe phenomena, develop concepts of operations with different types of numbers, use the structure and properties of numbers with operations to solve problems, and perform mathematical computations. Students develop number sense related to magnitude, estimation, and the effects of mathematical operations on different types of numbers. It is expected that students use numbers flexibly, using forms of numbers that best match a situation. Students compute efficiently and accurately. Estimation should always be used when computing with numbers or solving problems.

B. DATA: Students make measurements and collect, display, evaluate, analyze, and compute with data to describe or model phenomena and to make decisions based on data. Students compute statistics to summarize data sets and use concepts of probability to make predictions and describe the uncertainty inherent in data collection and measurement. It is expected that when working with measurements students:

- understand that most measurements are approximations and that taking repeated measurements reveals this variability;
- understand that a number without a unit is not a measurement, and that an appropriate unit must always be attached to a number to provide a measurement;
- understand that the precision and accuracy of a measurement depends on selecting the appropriate tools and units; and
- use estimation comparing measures to benchmarks appropriate to the type of measure and units.

C. GEOMETRY: Students use measurement and observation to describe objects based on their sizes and shapes; model or construct two-dimensional and three-dimensional objects; solve problems involving geometric properties; compute areas and volumes based on object properties and dimensions; and perform transformations on geometric figures. When making or calculating measures students use estimation to check the reasonableness of results.

D. ALGEBRA: Students use symbols to represent or model quantities, patterns, and relationships and use symbolic manipulation to evaluate expressions and solve equations. Students solve problems using symbols, tables, graphs, and verbal rules choosing the most effective representation and converting among representations.

TECHNICAL ALGEBRA 1 Grade 9

Prereq: None

This course covers material found in traditional areas of arithmetic and algebra, but the primary emphasis is on the ability to understand and apply functional mathematics to solve problems in the world of work. Students will focus on the use of numbers in everyday and mathematical contexts to quantify or describe phenomena, develop concepts of operations with different types of numbers, use the structure and properties of numbers with operations to solve problems, and perform mathematical computations. Students will develop number sense related to magnitude, estimation, and the effects of mathematical operations on different types of numbers. Students will also make measurements and collect, display, evaluate, analyze and compute with data to describe phenomena and to make decisions based on data. Students will compute statistics to summarize data sets and use concepts of probability to make predictions and describe the uncertainty inherent in data collection and measurement. 1 credit

TECHNICAL ALGEBRA 2 Grade 10

Prereq: Technical Algebra 1 or permission of Academic Dean

This class is the second year of a three-year sequence in fundamental and technical mathematics. The course continues the work of Technical Algebra 1 with emphasis on the students' use of symbols to represent quantities, patterns and relationships and use symbolic manipulation to evaluate expressions and solve equations. Focus will also be on using symbols, tables, graphs and verbal rules choosing the most effective representation and converting among representations. 1 credit

COLLEGE PREP ALGEBRA I PART 1 Grade 9

Prereq: Recommendation by Academic Dean

This course is the first half of a two year sequence in Algebra. This course requires sound study skills and work ethic. Topics to be addressed include problem solving, use of variables, basic operations of algebra and linear equations. 1 credit

COLLEGE PREP ALGEBRA I PART 2 Grades 9-10

Prereq: Algebra I Part 1

This course completes the study of Algebra I for students needing a strong foundation in Algebra. Students are introduced to scientific and graphing calculators. Topics to be addressed include slopes and lines, exponents and powers, quadratic equations and square roots, polynomials, linear systems, factoring, and functions. 1 credit

COLLEGE PREP ALGEBRA I Grades 9 – 10 Prereq: Recommended by Academic Dean
This course is an academic one-year algebra program. This course requires sound study and work ethics. Topics to be addressed: problem solving, use of variables, basic operations of algebra, linear equations, slopes and lines, exponents and powers, quadratic equations and square roots, polynomials, linear systems, factoring, and functions. 1 credit

TECHNICAL GEOMETRY Grade 11 Prereq: Technical Algebra 1 & 2 or permission of Academic Dean
The goal of this class is to prepare students to use mathematics effectively in today's world and promote independent thinking and learning. This is done through developing a working knowledge of plane and solid geometry, expanding the student's capacity to solve problems intuitively and analytically, and maintaining and expanding skills acquired in previous math courses. Geometry helps connect previously learned concepts with the real world. Students will use measurement and observation to describe objects based on their sizes and shapes, construct two- and three-dimensional objects, solve problems involving geometric properties, compute areas and volumes based on object properties and dimensions, and perform transformations on geometric figures. 1 credit

COLLEGE PREP GEOMETRY Grades 10 – 12 Prereq: Algebra I
The goal of this class is to prepare students to use mathematics effectively in today's world and promote independent thinking and learning. This is done through developing a working knowledge of Euclidean Geometry, expanding the student's capacity to solve problems intuitively and analytically, maintaining and expanding skills acquired in previous math courses. Topics covered: points, lines, angles, definitions, reflections, polygons, transformations, congruence measurement formulas and solids. 1 credit

HONORS GEOMETRY Grade 9 Prereq: Permission of Academic Dean/Algebra I
Honors Geometry prepares students to use mathematics effectively in today's world and promotes independent thinking and learning. This is done through an uncompromising study of Euclidean Geometry, expanding a student's capacity to solve problems both intuitively and analytically and broadening mathematical skills acquired in previous courses. The topics covered are points, lines, angles, planes, definitions, reflections, polygons, circles, transformations, congruence, similarity, measurement, formulas and 3-dimensional figures. 1 credit

COLLEGE PREP ALGEBRA II Grades 11 – 12 Prereq: Geometry
The principle goal of this course is to continue the development of analytical thinking and to apply that knowledge to practical problems. This course provides the background needed to continue mathematical study in Algebra III and Calculus. Topics covered include the languages of algebra, variations and graphs, linear relations, matrices, systems, parabolas and quadratic equations, powers and roots, and functions. 1 credit

COLLEGE PREP STATISTICS Grade 12 Prereq: Algebra II
Statistics is the mathematics of the collection, organization, analysis, and interpretation of information. In this course, the students will encounter these fundamental concepts of statistics and apply them to real world problems in the fields of psychology, history, business, and economics. Students will become proficient in the use of the statistical features of the TI-83 calculator to organize, summarize, and analyze data. 1 credit.

HONORS ALGEBRA II/TRIG Grades 10 – 12 Prereq: Permission of Academic Dean
The principle goal of this rigorous course is to continue the development of analytical thinking and to apply that knowledge to practical problems. This course provides the background needed to continue mathematical study in PreCalculus and Calculus. Topics covered include the languages of algebra, variations and graphs, linear relations, matrices, systems, parabolas and quadratic equations, functions, powers and roots, and trigonometry. 1 credit

COLLEGE PREP ALGEBRA III/TRIGONOMETRY Grades 11 – 12 Prereq: Algebra II
Analysis is the study of advanced algebra. This course promotes the development of critical thinking and problem solving skills. To do this, it uses a rigorous presentation of mathematical concepts. Topics will include advanced algebra, functions, graphs, polynomials, zeros of polynomials, rational functions, exponential & logarithmic functions, trigonometric functions, & application of trigonometry. 1 credit

PRECALCULUS Grades 11 – 12 Prereq: Permission of Academic Dean
Precalculus continues the sequence of Honors math courses. It aims to prepare students for calculus and college mathematics. Topics are covered in greater depth than in AlgebraIII/Trig and there is a greater emphasis on problem solving. Topics will include advanced algebra, functions, graphs, polynomials, zeros of polynomials, rational functions, exponential and logarithmic function, trigonometric functions, trig identification, and graphs, application of trig, systems of equations, matrices and their uses. 1 credit

INTRO TO CALCULUS Grade 12

Prereq: Permission of Academic Dean

Calculus is an Honors mathematics course designed to introduce students to the problem solving techniques needed for use in Engineering, Economics, and Physics. This course provides a basic understanding of Calculus so that the student will be prepared for an entry-level college Calculus course. This course covers advanced algebra topics along with functions and limits, the derivative and its applications. 1 credit

ADVANCED PLACEMENT CALCULUS Grade 12

Prereq: Permission of Academic Dean

Advanced Placement Calculus (AP) is a year course in elementary functions and introductory calculus; it places primary emphasis on an intuitive understanding of the concepts of differential and integral calculus and on experience with its basic techniques and applications. It is comparable in context and emphasis to a first course in calculus for scientifically oriented freshmen in many colleges and universities. It is expected that all students enrolled in this course will take the AP exam in May. 1 credit

PRACTICAL MATH (COLLEGE READINESS MATH) Grade 12

Prereq: Tech Alg II, Tech Geometry or Equivalent

The goal of this class is to prepare students to take the Accuplacer test. Many community colleges use the results of this assessment to help determine your course selection. The Accuplacer tests provides you with useful information about your academic skills in math and the results of the assessment, in conjunction with your academic background, goals, and interests, are used by colleges to determine course placement. College Readiness Math will first review basic arithmetic operations (for the Accuplacer arithmetic test) and will review elementary algebra. There will then be a focus on college level math which include skills found in intermediate algebra through precalculus courses.

SCIENCE**MAINE LEARNING RESULTS**

A. UNIFYING THEMES: Students apply the principles of systems, models, constancy and change, and scale in science and technology.

B. THE SKILLS AND TRAITS OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use a systematic process, tools, equipment, and a variety of materials to create a technological design and produce a solution or product to meet a specified need.

C. THE SCIENTIFIC AND TECHNOLOGICAL ENTERPRISE: Students understand the history and nature of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.

D. THE PHYSICAL SETTING: Students understand the universal nature of matter, energy, force, and motion and identify how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe.

E. THE LIVING ENVIRONMENT: Students understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Students understand similarities and differences between humans and other organisms and the interconnections of these interdependent webs.

EARTH SYSTEMS Grade 9**Honors, College Prep, Applied**

Earth Systems Science is designed to provide the foundation for further rigorous study in Biology, Chemistry and Physics. Through the study of Earth Systems Science, students learn about the principles and practices of Earth Science and Chemistry. The course focuses on energy and chemical change, geochemical cycles, and origins and evolution of the Earth system. Students will understand the structure of matter and the changes it can undergo and gain knowledge about the earth and the processes that change it. Using a problem solving, community-based model, the course supports and encourages the development of a scientifically literate student who will be able to make accurate observations, develop and test theories, evaluate alternatives, and make informed decisions on scientific, technological, ethical and environmental issues. 1 credit

HONORS BIOLOGY Grade 10

Prereq: Honors Earth Systems or Recommendation of Academic Dean

This rigorous course is designed to increase a student's understanding of the nature and limitations of scientific inquiry, the diversity and unity of life and the biological bases of problems in medicine, public health, agriculture and conservation. Students will expand their knowledge of the biological and biochemical concepts of human biology and ecology and relate their studies to everyday experience and to decisions they make for the future. This course provides students with a basic understanding of human biology from three perspectives: ecology, physiology and genetics. Students are exposed to the levels of biological organization from the molecular level to the level of the biosphere and in so doing gain an understanding and appreciation of the place of humans in nature. Topics include: The Web of Life, population with an emphasis on the problems of human growth, the Ecosystem, Matter and Energy in the Web of Life, the cell, reproduction of living things, basic genetics, diversity and adaptation in the biosphere with an emphasis on animals (frog dissection will be included). 1 credit

COLLEGE PREP BIOLOGY Grade 10 Prereq: College Prep Earth Systems or Recommendation of Academic Dean
This course is designed as an introduction to the major concepts of Biology and biological principles. Topics include: The Scientific Method, Characteristics of Life, Basic Chemistry, an Introduction to Biomolecules, Cell Biology; structure, function, and reproduction, Energy and Life, Basic genetics, How Genes Function, Biotechnology, The Classification of Life, the Six Kingdom System, and Ecology; earth's biomes and understanding ecosystems and the impact of humans on the biosphere. 1 credit

APPLIED BIOLOGY Grade 10 Prereq: Recommendation of Academic Dean
Applied Biology is designed to develop a scientifically literate student who can evaluate alternatives and make informed decisions on scientific and environmental issues. To accomplish this, students need knowledge of the relationship among organisms and between organisms and their environment. The course uses both classroom activities and fieldwork in the school's woodlands to gain insight into both the physical and living world. Topics covered include ecological relationships, characteristics of living organisms, the cell theory, the classification of living organisms and plant and animal life processes. 1 credit

HONORS PHYSICS Grade 11 Prereq: Honors Algebra II/Trig & Permission of Academic Dean
The Honors Physics course is designed to be a rigorous introduction to the science of physics. This course challenges students to examine, question, and revise their concepts of how the world works. The student will develop an understanding of the physical laws that govern our lives and know how to use these laws to effectively solve problems. The course includes kinematics, Vectors, and Dynamics progressing to the study of Energy, Momentum, Circular Motion & Gravity, and Equilibrium. The final section of the course includes Waves, Thermodynamics, Static Electricity, Electrical Current, Magnetism, Electromagnetic Induction, and Light. 1 credit

COLLEGE PREP PHYSICS Grades 11 – 12 Prereq: Geometry or Algebra 2
This course is designed to be a challenging introduction to the science of physics. Physics focuses on basic physical ideas and how they are manifested in the world around us, both in nature and technology. The course starts with a basic study of Kinematics (how things move), Dynamics (why things move), and Vectors. Then it progresses to the study of Momentum, Energy, Gravity, and Circular Motion. This section is followed by work on the properties of Matter and Thermal Phenomena. The last portion of the course deals with Waves, Light, Electricity, and Magnetism. 1 credit

APPLIED PHYSICS Grades 11 –12 Prereq: Algebra I/ or Permission of Instructor
This course is an applied laboratory physics class designed to prepare students for post-secondary opportunities in four year or two year programs. Applied Physics uses hands-on laboratory activities alongside mathematics to apply practical science to the world around us. The course explores mechanical, fluid, electrical and thermal systems and the underlying concepts of force, work, and energy. 1 credit

HONORS CHEMISTRY Grade 12 Prereq: Honors Physics or recommendation by Academic Dean
This rigorous course is an introduction to the enterprise of chemistry. This course will help one understand the essential principles and facts of chemistry and its fundamental importance in an ever increasingly scientific and technological world. The central theme of the course is that properties of matter are a consequence of the structure of matter. The student will be introduced to the language of chemistry—descriptive, symbolic and quantitative. Topics include Measuring and Calculating, Matter, Atomic Structure, Electron Clouds and Probability, Chemical Formulas, The Mole, Chemical Reactions, The Periodic Table and Periodic Properties, Chemical Bonding and Molecular Structure, The States of Matter, Solutions, Chemical Equilibrium, Acids and Bases, Oxidation-Reduction and Electrochemistry, and Nuclear Chemistry. 1 credit

CHEMISTRY Grade 12 Prereq: Physics, Applied Physics
College Prep, Applied
This academically challenging course is designed as an introduction to the enterprise of chemistry. Chemistry is very much a part of our society and reaches into almost every facet of life. This course will help one understand the principles of chemistry so that one may feel confident and informed in an ever increasingly scientific and technological world. The central theme of the course is that properties of matter are a consequence of the structure of matter. The student will be introduced to the language of chemistry—descriptive, symbolic and quantitative. Topics include Measuring and Calculating, Matter, Atomic Structure, Electron Clouds and Probability, Chemical Formulas, The Mole, Chemical Reactions, The Periodic Table and Periodic Properties, Chemical Bonding and Molecular Structure, The States of Matter, Solutions, Chemical Equilibrium, Acids and Bases, Oxidation-Reduction and Electrochemistry, and Nuclear Chemistry. 1 credit

ETHICAL ISSUES IN SCIENCE Grade 12 Prereq: Permission of Instructor
This course is designed to foster critical thinking and rational decision-making in the discussion of controversial ethical issues and dilemmas. Students will improve their capacity to reason effectively, weigh and use evidence, understand multiple perspectives, and use critical analysis as they address scientific and moral issues. Topics discussed include ethical theory, physician-patient relationships, euthanasia, and environmental ethics. 1 credit

SOCIAL STUDIES

The discipline of social studies is important for all students. Social studies moves far beyond facts and dates; social studies classes explore the basic human rights and diversity of cultures in our own and other countries. Through the disciplines of social studies students will gain a better understanding of the present by looking at the past. Major themes of human rights, cultural diversity, and understanding our modern world are relevant to all students. Whether students plan to enter college or the business world after graduation, they will find that these topics are major issues that must be confronted and understood to become a good citizen in their community.

MAINE LEARNING RESULTS

A. APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE, AND SKILLS: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

B. CIVICS AND GOVERNMENT: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

C. ECONOMICS: Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.

D. GEOGRAPHY: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

E. HISTORY: Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

GLOBAL EXPLORATIONS Honors, College Prep, Applied Grade 9

All students entering ninth grade at Maranacook are required to take Global Explorations. This is a course that is designed to expose students to many of the concepts and skills they will be using in Social Studies throughout their time at Maranacook. Topics of study include geography, world culture and religions. The class culminates in a Model United Nations simulation. The course addresses Learning Results Standards in Research Skills, Geography, Economics, and Civics and Government. Students must pass this course for graduation. 1 credit

AP WORLD HISTORY Grade 10

Prereq: Honors Global Explorations

AP World History is a rigorous academic course and demands maturity and sound work habits from the student. The course traces the development of world history from 8000 B.C.E. to the present and emphasizes the analytical and writing skills necessary for success in a college-level history course. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography, oral presentations, short essays, and the development of a document-based question (DBQ). Students enrolled in the course are expected to do Summer Reading in preparation for the course and take the AP Examination in May. Those who score well may receive college credit. This course fulfills one of the three required credits in Social Studies for graduation. 1 credit

WORLD HISTORY Honors, College Prep, Applied Grade 10

Prereq: Global Explorations

The course traces the development of world history from the earliest civilizations to the present. The class begins with a study of the multitude of cultures of past and present starting with the development of early civilization and the oldest cultures. The course surveys the ideals of democracy and the origins of republican government. It addresses the roots of modern conflict and explores the rise of organized religion and its connection to eastern and western civilization. The course then moves on to examine how imperialism and colonialism have impacted world cultures and the reactions of the cultures to this interference. The course investigates the rise of communism as a reaction to western domination and examination of the current trend toward consumerism in the eastern world and its impact on the future. Examinations of modernity and the possibilities for the future bring the course to conclusion. 1 credit

AP U.S. HISTORY Grade 11

Honors Placement U.S. History (AP) is designed to provide students the factual knowledge necessary to deal critically with the problems and materials in American History and to prepare students for the AP exam. Students will learn to assess historical materials, their relevance, reliability, and importance and to weigh the evidence presented in historical scholarship. Students should be proficient in note-taking from printed materials, lectures and discussions. Members of the class will write essay exams, analytical and research papers. They will be able to express themselves clearly and precisely and cite sources. Summer Readings are a requirement of this course. It is expected that all students enrolled in this course will take the AP exam in May. 1 credit

U.S. HISTORY Honors, College Prep, Applied Grade 11

U.S. history is a two semester course that is required for graduation. Students will explore U.S government and citizenship as well as some of the major events and ideas of the last 250 years. A greater emphasis will be placed on the 20th Century (post 1877). In addition students will learn about major leaders and current events that shape the world we live in today. 1 credit

SOCIAL STUDIES ELECTIVES

LIVING HISTORY II (19TH CENTURY)

An Independent Study (with recommendation of Academic Dean) Grades 9 – 12 Semester

This course involves an in-depth study of the post Civil War period in rural America. Students will learn first-hand about life during this period during a total involvement experience at the Morrill Farm. For four days and three nights the students (and teacher) will be members of a 19th century farm family doing daily work, enjoying social events and being influenced by the economics and customs of the 1870's. They will be required to write two essays based on two books read before the live-in. Each student will also keep a journal while at the Morrill Farm and complete a research paper following the live-in. Each student will also plan and participate in a presentation given to the Middle School U.S. History class about the material learned. The teacher will meet with the students on both an independent and group basis. ½ credit

SOCIOLOGY CP

Grades 11 – 12

Semester

Prereq: None

Sociology is the study of human social life referring to everything related to the interaction of human beings in groups. Students in this course will learn to use “sociologists’ tools;” observation, description, analysis and prediction, to explore how groups of people act, react, and interact in various situations. Class discussions, group and individual projects will be important parts of this course.

½ credit

PSYCHOLOGY CP

Grades 11 – 12

Semester

Prereq: None

Psychology is the study of human behavior. Students will explore the influences of environmental and physical conditions, including heredity, on the motivations and emotions involved in human interaction. Class discussions and group and individual projects will be an important part of this course. ½ credit

CURRENT GLOBAL ISSUES CP

Grades 11-12

Semester

Prereq: None

The purpose of the Current Global Issues course is to develop each student’s understanding of the issues, concerns and crisis that shape both national and international policies. Students will explore the historical origins and the current stresses on the ongoing and critical issues of today’s world. Emphasis will also be placed on determining both the causes of and the future of these issues. Both U.S. and international responses to these situations will be developed. Students will be exposed to a variety of different sources and viewpoints and will increase their critical analysis processes in doing so. ½ credit

HISTORY VS HOLLYWOOD: CULTURE AND HISTORY THROUGH FILM CP Grades 11-12 Semester Prereq: None

This course is designed to study History and Culture through films. Students will critically analyze a couple of important questions. First of all, how accurately does Hollywood portray historical events and characters? What dangers exist for American democracy if many people believe in and understand a history that never happened? Using the films, and primary and secondary sources, students will be asked to analyze the accuracy and impact of Hollywood films about history. Class discussions, group and individual projects will be important parts of this course. ½ credit

HEALTH AND PHYSICAL EDUCATION

MAINE LEARNING RESULTS

- A. HEALTH CONCEPTS:** Students comprehend concepts related to health promotion and disease prevention to enhance health.
- B. HEALTH INFORMATION, PRODUCTS AND SERVICES:** Students demonstrate the ability to access valid health information, services, and products to enhance health.
- C. HEALTH PROMOTION AND RISK REDUCTION:** Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- D. INFLUENCES ON HEALTH:** Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.
- E. COMMUNICATION AND ADVOCACY SKILLS:** Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.
- F. DECISION-MAKING AND GOAL-SETTING SKILLS:** Students demonstrate the ability to make decisions and set goals to enhance health.
- G. MOVEMENT/MOTOR SKILLS AND KNOWLEDGE:** Students demonstrate the fundamental and specialized movement skills and apply principles of movement for improved performance.
- H. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE:** Students demonstrate and apply fitness concepts.
- I. PERSONAL AND SOCIAL SKILLS AND KNOWLEDGE:** Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.

HEALTH Grade 10 Semester

Health education covers ten areas: consumer health, community health, environmental health, family life, nutrition, personal health, first aid and safety, substance use and abuse, prevention and control of disease and disorders, growth and development. Students will work on cooperative activities and will contribute a major project to the class. ½ credit

PHYSICAL EDUCATION 9 Grade 9 Semester

Prereq: None

This course is designed to provide instruction and opportunity for students to increase motor skill competency. Included in class activities is an introduction to the principles and concepts of physical fitness. The activities of this course include: badminton, stunts & tumbling, floor hockey, takrow, weight training, walk/jog and flexiball. ½ credit

PHYSICAL EDUCATION 10 Grade 10 Semester

Prereq: Physical Education 9

This course provides continued opportunity for students to increase motor skill competency. A focus of this course is the application of physical fitness principles and concepts through participation in an eight week personal fitness program. Other activities include: volleyball, outdoor skills, lacrosse, archery and tennis. ½ credit

PHYSICAL EDUCATION 11 Grade 11 Semester

Prereq: Physical Education 9 & 10

This course is the culmination of the required physical education courses. This is the final opportunity for motor skill competency development. Students will be responsible for planning and participating in personal fitness activities throughout the semester. Other activities in the course include: canoeing, golf, badminton, social dance, and student choice unit. ½ credit

VISUAL AND PERFORMING ARTS

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

MAINE LEARNING RESULTS

A. DISCIPLINARY LITERACY - DANCE: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

A. DISCIPLINARY LITERACY – MUSIC: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A. DISCIPLINARY LITERACY – THEATRE: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A. DISCIPLINARY LITERACY - VISUAL ARTS: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

B. CREATION, PERFORMANCE, AND EXPRESSION – DANCE: Students create, perform, and express ideas through the art discipline.

B. CREATION, PERFORMANCE, AND EXPRESSION – MUSIC: Students create, perform, and express through the art discipline.

B. CREATION, PERFORMANCE, AND EXPRESSION - THEATRE: Students create, perform, and express through the art discipline.

B. CREATION, PERFORMANCE, AND EXPRESSION - VISUAL ARTS: Students create, express, and communicate through the art discipline.

C. CREATIVE PROBLEM-SOLVING: Students approach artistic problem solving using multiple solutions and the creative process.

D. AESTHETICS AND CRITICISM: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

E. VISUAL AND PERFORMING ARTS CONNECTIONS: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

ART

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

INTRO TO ART Grades 9-12

Prereq: None

This course is a survey of a variety of art-making processes. Students will study elements and principles of design through many mediums that include drawing with ink and pencil, painting, collage, printmaking, paper-making, book-binding, basketry, tapestry weaving, and architecture. They will also study the art of world cultures and historically significant artists. 1 credit

DRAWING I Grades 10-12

1st Semester

Prereq: None

Students will learn a variety of drawing techniques in art mediums such as ink and graphite pencils with an emphasis on rendering “realistic” images from observation. They will learn to achieve desired lighting effects, textures, and the illusion of three-dimensional form and space. Subject matter will include still life, models and photographic images used to create self-portraits. This course is a prerequisite for students planning to take Drawing II. ½ credit

DRAWING II Grades 10-12 2nd Semester Prereq: Drawing I
Students will continue to develop skills and techniques begun in Drawing I with an emphasis on color, design, and conceptual problem solving using mediums such as (dry) pastels, oil pastels, colored pencils, oil sticks and compositions that combine mediums. Historically significant artists and styles will also be studied. ½ credit

PAINTING Grades 10-12 Prereq: Drawing I & II and Intro to Art are recommended
Students will learn fundamental painting techniques in watercolor and acrylic on canvas. They will explore decorative and functional art forms and study color and design theories, historically significant artists, and multi-cultural design styles. The paintings will be in a variety of size formats and subject matter that will include design, realism, surrealism and abstraction. 1 credit

PRINTMAKING Grades 10-12 Semester Prereq: Intro to Art, Drawing or Painting are recommended
Students will explore a variety of printing techniques such as block-printing, screen-printing, collagraph and mixed media mono-prints. Printmaking usually involves the production of multiples or a series of identical or similar works. Students will create their own original designs for their print series. Emphasis is placed on graphic design and mastery of the various printing techniques. ½ credit

PHOTOGRAPHY Grades 11-12 Prereq: Previous high school art class required
Students will study the principles of basic photography as an Art form. Technical photographic processes and design/composition are emphasized during the first semester. This includes an introduction to the history of photography, 35-mm SLR camera operation, film development, and processing and mounting black and white prints. The second half of this course expands on these skills and processes with an emphasis on conceptual problem solving, visual relationships, documentary photography and individualized projects. Students will also have the opportunity to create multi-media, digital photographic presentations. **A 35 mm, manual SLR camera is necessary for this course. The Art Department has a limited number of this type of camera for student use. A \$25 non-refundable use fee and a loan contract are required for the use of a school-owned camera. 1 credit

DIGITAL PHOTOGRAPHY Prereq: Previous high school art class required
This course will provide the student with the foundation of discovery and practice of various applied digital and standard photography techniques. Students will use digital cameras and Adobe Photoshop software to explore the potential of image enhancement and manipulation, multimedia applications, and creating professional digital photographs. Participants will share their understanding of the various processes and composition through exhibitions, classroom presentations and critiques. Students are encouraged to use their own digital cameras. However, school-owned cameras are available for student use for a non-refundable \$25.00 use fee. 1 credit

HONORS STUDIO ART Grades 11-12 Prereq: Success in previous art classes and recommendation from the Art teachers
This art course is designed for highly motivated art students who want honors study in specific art mediums. Students create a portfolio of work that may be documented in slide form. Each student develops an individualized program that includes teacher-assigned and self-designed projects. This will also include an ongoing journal/sketchbook and research of art careers, post-secondary education opportunities and the works of other artists. 1 credit

CERAMICS Grades 10-12 Semester Prereq: Intro to Art is recommended
Students will experience the creative potential of clay. Using the potter's wheel and hand-building techniques, they will explore the sculptural and functional qualities of the medium. They will be introduced to primitive and electric firing methods, glaze composition, and the cultural and artistic significance of ceramics throughout history.

MUSIC

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

CONCERT BAND Grades 9-12 Prereq: None
This is a performance-based course in which students are involved in solo, ensemble, and full band performances. Students will receive individual, sectional and full band instruction. They will explore a wide variety of musical styles including Jazz, Popular, Classical, Folk and Traditional. Individual progress as well as group participation is emphasized. Scheduled public performances are a required component of this course. 1 credit

JAZZ-ROCK ENSEMBLE Grades 9-12 Prereq: Audition
This is a course for a select group of students of brass, woodwind and rhythm instruments. They will study and perform different styles of jazz and contemporary music. Scheduled public performances are a required component of this course. This class meets every other morning before school. ½ credit

CHORUS Grades 9-12 Semester or Year Prereq: None
This course is open to any student regardless of musical background. Students learn techniques of singing and reading music through the performance of a variety of music that may include popular, classic, folk, rock and traditional pieces. Public performances are required. This class meets on a regular class schedule.
½ credit per semester; 1 credit for full year

SHOW CHORUS Grades 9-12 Prereq: Audition
This is a small, vocally balanced group of singers. Students learn the skills and techniques of singing and staging performances. The variety of music used in this course may include Broadway, Popular, Classical, Folk and Traditional pieces. Public performances are required. This class meets every other morning before school. ½ credit

AMERICAN MUSIC SINCE 1900 – FROM BLUES TO HIP HOP Grades 9-12 Semester Prereq: None
This course offers an opportunity to enhance your enjoyment and skills as a listener no matter which music you like. We'll explore the historical and cultural elements of Western music that give it meaning and drive its evolution. The focus will be on 20th & 21st Century music of America, including the growth of Blues, Jazz, Rock and Roll and contemporary styles such as Rap and Hip Hop. You will develop new skills in listening, speaking, researching, writing about and understanding music as we explore a fascinating aspect of American life. 1 credit

AMERICAN MUSIC SINCE 1900 – STYLES, STAGE, SCREEN & STUDIO Grades 9-12 Semester
Prereq: Blues to Hip Hop or Instructor Permission
This course will take up where Blues to Hip Hop left off. The range of topics will include: elements of musical styles, the science of sound, technology in the musical arts, musical theater, the business of music, and role of music in films. You will explore the influence of American music all over the world and other contemporary themes. This course will increase your understanding of the art form and significantly improve your listening enjoyment. Prerequisite: Blues to Hip Hop or 2-3 years of instrumental or voice study.

MODERN AND CLASSICAL LANGUAGES

In today's global economy it is imperative that America's work force understand other cultures and languages in order to compete. Studying a foreign language not only exposes students to diverse cultures and expands their understanding of our world, but it also helps students to better understand their own language and how it works.

MAINE LEARNING RESULTS

A. PERSON-TO-PERSON COMMUNICATION

Students will develop communication skills for direct conversation and written correspondence.

B. READING, LISTENING, AND VIEWING FOR UNDERSTANDING

Students will develop reading, listening, and viewing skills so they can obtain and interpret information.

C. ORAL AND WRITTEN PRESENTATIONS

Students will develop skills in oral and written presentation for one-way communication with an individual or a group.

D. WORKINGS OF LANGUAGE

Students will gain a deeper understanding of both their native language and of the way language works by discovering patterns among language systems.

E. CULTURAL PRACTICES, PRODUCTS, AND PERSPECTIVES

Students will gain insight into another culture through an understanding of its social practices, products, and perspectives.

F. CROSS-CULTURAL CONNECTIONS AND COMPARISONS

Students will recognize the connections that link people, countries, and historical periods such as cultural and religious traditions, historical events, political thought, or geography.

FRENCH

FRENCH I Grades 9-12 Prereq: None
First-year French introduces beginning language students to French language and culture. Students develop basic proficiency in listening, speaking, reading and writing.

FRENCH II Grades 9-12 Prereq: French I
This course is a continuation of French I. It will expand upon previously acquired skills, vocabulary and cultural knowledge. Students will continue to work to develop their understanding of the structures of the language through conversation, reading, writing and listening. There will be more emphasis on longer blocks of language and students will be expected to speak and write using more complicated grammatical structures. 1 credit

FRENCH III Grades 10-12

Prereq: French II

This course is a continuation of French II. Students will continue to develop their language skills and vocabulary. They will learn more difficult structures and expressions. This course places more emphasis on the development of conversational fluency. Students are expected to speak spontaneously in French on a regular basis. Students will begin to do more reading directly from real French sources. 1 credit

FRENCH IV Grades 11-12

Prereq: French III

By year's end, students will have seen most of the grammar that they will need at the university level. The course will be conducted in French, and students are expected to try to converse in all situations in French. We read books such as *Le Petit Prince* and *Le Fantôme de L'Opéra* and listen to podcasts of various French radio shows. 1 credit

FRENCH V Grades 11-12

Prereq: French IV

This course is designed for students who want to continue to develop and refine their skills in listening, speaking, reading and writing. There is a complete review of grammar using the *Trésors du Temps* textbook. Students also get an overview of French history and culture from Vercingétorix to Nicolas Sarkozy. 1 credit

GERMAN**GERMAN I** Grades 9-12

Prereq: None

This is an introductory course, which emphasizes the development of listening, speaking, reading and writing skills. The importance of practical vocabulary will be stressed. Basic language structures will be introduced. Culture will be presented through a variety of activities and projects. 1 credit

GERMAN II Grades 9-12

Prereq: German I

In this second year language course, we place continued emphasis on the development of speaking, vocabulary development, reading and writing. Using the past tense and understanding sentence structure will be emphasized. Culture is incorporated into all lessons. Students take the National AATG Level 3 Language exam to assess competency. 1 credit

GERMAN III Grades 10-12

Prereq: German II

This course further develops the skills of listening, speaking, reading, and writing in German. Students participate in organized classroom discussions and speak spontaneously in German. Students improve skills with interviews, skits, factual essays and creative writings. Students take the National AATG level 3 Language Exam to assess competency. 1 credit

GERMAN IV Grades 11-12

Prereq: German III

In this class, students further develop upper-level vocabulary and grammar using listening, speaking, reading and writing skills. Since conversational fluency will be a major goal of this course, students will speak primarily in German. Students will participate in a variety of activities including journal writing, conversational activities, class discussions, plays, skits, video making and attend an immersion day at Colby College. Students may take the National AATG level 4 Language Exam to assess competency. 1 credit

AP GERMAN Grades 11-12

Prereq: German IV

This course is designed as a final preparation for the AP German Language Examination. Students will develop a strong command of vocabulary and structure, an understanding of spoken German in various conversational situations, the ability to read newspaper and magazine articles, contemporary fiction and non-technical writings without the use of a dictionary. They will practice expressing ideas fluently and accurately orally, writing, and interpreting films. They will attend an immersion day at Colby College. The class will be conducted almost exclusively in German. (College credit will be determined based on the results of the AP exam in May.) 1 credit

SPANISH**SPANISH I** Grades 9-12

Prereq: None

This first year course introduces the beginning language student to the basic skills of speaking, reading, writing and listening. The course places special emphasis on developing conversational skills. Students do this by learning conventional patterns and listening to actual dialogue. The first year stresses basic Spanish grammar and writing skills. 1 credit

SPANISH II Grades 9-12

Prereq: Spanish I

This course builds on the skills of Spanish I. It places more emphasis on the development of reading skills. Students learn more advanced grammar concepts. This enables the student to write short passages in Spanish. Conversational skills are developed more fully. Students are encouraged to speak in Spanish. 1 credit

SPANISH III Grades 10-12

Prereq: Spanish II

This course continues to strengthen conversational, reading and writing skills. Students develop their oral skills by spontaneous speech and class discussions in the language. Writing skills are also developed. Readings are from Spanish and Hispanic sources. 1 cr

SPANISH IV Grades 11-12

Prereq: Spanish III

In this fourth year course, conversational fluency is a goal. Students read excerpts from the classics of Spanish and Latin American literature. They write essays and journals. In addition, the course exposes the students to as many forms of communication as possible. All this aids in oral comprehension. 1 credit

AP SPANISH Grades 11-12

Prereq: Spanish IV

This course is designed to prepare students for the AP Spanish Language Examination. To do so, students will continue to develop and refine their skills in listening, speaking, reading and writing. They will participate in a variety of activities including: journal writing, conversational activities, class discussion, performing plays, skits, and reading literature. The class will be conducted almost exclusively in Spanish. (College credit will be determined based on the results of the AP exam in May.) 1 credit

CAREER PREPARATION

An important part of the school's task in education is to help students develop the habits and skills they need to be successful in the workplace. Within the last few years, Maranacook has expanded its school to work options by offering new programs that help to prepare students for the eventual transition into a satisfying career. These new offerings, along with our long-standing Cooperative Education and Work Experience programs, connect our students to the reality of careers after high school.

MAINE LEARNING RESULTS**A. PREPARING FOR THE FUTURE**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

B. EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.

C. INTEGRATED AND APPLIED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

D. BALANCING RESPONSIBILITIES

Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.

BUSINESS ELECTIVES**ACCOUNTING I** Grades 11 – 12

Prereq: None

This is an introductory course designed to familiarize the student with the basic theories and principles of accounting. It introduces the student to the accounting cycle, the use and construction of the worksheet, financial statements. Computers may be used in this course. This course is appropriate for students interested in business-related careers. It is also recommended for any student considering college in any business administration related field. 1 credit

ACCOUNTING II Grades 11 – 12

Prereq: Accounting I

This course is designed for students with a serious interest in accounting. The course expands on theories and applications covered in Accounting I. Additional topics include partnership accounting and introduction to corporate accounting. 1 credit

BUSINESS PRINCIPLES AND MANAGEMENT Grades 11 – 12

This full-year course includes the study of business ownership, marketing, purchasing, production, management functions, and government/business relations. Most principles are learned through projects. The course also includes a job shadow in December in a field of the student's choice – preferably a field requiring post high school education. This course is recommended for any junior or senior who is thinking about a college program in business administration. It is also for students who plan to major in management, marketing, public relations, advertising, accounting, finance (banking), retail/fashion merchandising, or any other business related field. 1 credit

CONSUMER ECONOMICS Grades 11 – 12 Semester

All the practical things you wished you learned in high school but somehow didn't. This course will teach consumer issues which everyone needs to know to make wise economic decisions following high school whether college bound or heading into the work force: maintaining checking accounts, retail installment and revolving credit card agreements, bank loans, (including student college loans); rental agreements, leases, apartment hunting; personal income taxes; buying insurance (focus on auto); how to buy a new/used

car; investments; mortgages; applying for a job (focus on interviewing skills); making wise consumer decisions in the supermarket, on major appliances, in the clothing store; consumer rights. This course is open to seniors, (also juniors who anticipate difficulty scheduling this course in their senior year.) ½ credit

YEARBOOK I and II 1 credit - Juniors and Seniors

Learn to use Josten's Yearbook Avenue, a desktop publishing program, while actually designing *The Concord*, Maranacook's yearbook, and preparing the entire book for publication. This class is appropriate for juniors and seniors who want to learn the desktop publishing program in preparation for working on the yearbook.. Juniors may also take this class second semester or for a full year in preparation for publishing the yearbook. Seniors must take the class first semester or for a full year to meet publication deadlines.

COMPUTER ELECTIVES

TECHNOLOGY AND CAREER EXPLORATION Grade 9 Semester

In this beginning course, the student will explore four different components of Microsoft Office 2003: Word, Excel, PowerPoint and Publisher. Students will experience new technology tools and will integrate technology in some of the other classes. Speed and accuracy will be emphasized through the Micropace program, and the student will be introduced to the Choices Program – a career and college search program. Students will use the skills learned to complete a career exploration unit. Students will research careers, produce a career presentation, create an informational career brochure, write a resume, and create an inventory of transferrable skills. All freshmen will be enrolled in this class. ½ credit

PERSONAL COMPUTING Grades 9 – 12 Semester Prereq: None

This course is a minimal preparation for the basic needs of typing reports for college. This course begins with basic keyboarding skills (basic finger positions). Then the course introduces the student to typing letters, reports, tables, memos and resumes. Speed and accuracy will be stressed. ½ credit

MICROSOFT WORD 2003 Grades 9 – 12 Semester Prereq: Keyboarding

This course introduces the student to one of the most powerful word processing programs in business today. The student will learn how to use this program for personal and school use and/or as a foundation for desktop publishing. Taught on IBM compatible computers. ½ credit

MICROSOFT EXCEL 2003 Grades 9 – 12 Semester Prereq: Keyboarding / Microsoft Word

The semester will be spent using Microsoft Excel, a spreadsheet program that allows you to organize data, perform calculations on the data, make decisions, create graphs and charts based on the data and develop professional looking reports. This is great for science/math students who want to create impressive reports. Taught on IBM compatible computers. ½ credit

POWERPOINT/PUBLISHER Grades 9 – 12 Semester Prereq: Permission of Instructor

First Quarter, the student will create electronic slide show presentations with tables, charts, graphs, sound, movies, and animation using PowerPoint. Second Quarter, the student will use Microsoft Publisher, our desktop publishing program. Publisher is a powerful and versatile page layout program which allows you to combine text and graphics, and gives you the freedom to create materials in the program itself and/or import text and graphic files from other programs. Students who enjoy graphic design or who want to publish – Tingley Brook, The Bear, Yearbook or their own work will enjoy this program and find it to be both fast and friendly. ½ credit

HTML PROGRAMMING Grades 9-12 Semester Prereq: Permission of Instructor

This course introduces the student to HTML programming. This is Hypertext Markup Language used to create web pages. HTML Programming will allow the student to use Notepad and create their own code. This will enable the student to better understand how the process works and allow for editing and learning from that process. ½ credit

VISUAL BASIC PROGRAMMING Grades 11-12 Semester Prereq: Permission of Instructor

This course is for the beginning programmer with little to no prior programming experience. Students will be introduced to programming skills using Visual Basic 2005 Express Edition as a foundation language. Programming is taught using a games-based approach that makes learning beginning-level programming fun and easy. ½ credit

JAVA SCRIPT PROGRAMMING Grades 10-12 Semester Prereq: HTML

Create dynamic Web pages using the popular Web scripting language, JavaScript. This course is perfect for programmers with prior knowledge of HTML. Students will learn the popular scripting language that is widely supported in Web browsers and other Web tools. JavaScript adds interactive functions to HTML pages. This course will also introduce students to Document Object Model

COOPERATIVE EDUCATION Grade 12

Prereq: Permission of Instructor

This program depends on a cooperative agreement involving parents, school, employer, and student. Students wanting specific occupational training and experience receive vocational instruction in the form of on the job training while working in part time jobs as a paid employee. Students involved in Cooperative Education fulfill an academic classroom requirement and meet individually with the program director on a weekly basis as well as attend group meetings, seminars, and workshops. Students must enroll in at least two academic courses in addition to Cooperative Education. Cooperative Education job placements must be approved by the director. 4 credits

SENIOR PROJECTS Grade 12

Prerequisite: Interview with Supervisor and Acceptance of Proposal

Seniors interested in acquiring new learning or answering an essential question can spend one semester or one full year on an independent learning experience. Seniors must develop a written proposal and make arrangements with a mentor to work on the project and have it approved by the MCS supervisor. In the spring, seniors must have a public presentation of the results of their study or work. Projects such as making a documentary film, interning with a classroom teacher, learning to make pottery, jewelry or other three-dimensional art, refurbishing an antique car, writing and producing a musical play, establishing a school store or a student café, designing and building a piece of furniture, interning with an equine therapist or a health professional, traveling to a foreign country or participating in a travel experience in the US, learning to play a musical instrument, or developing skill in a martial art are examples of valuable learning experiences and would be considered appropriate as Senior Projects. 1/2 or 1 credit

ASPIRATIONS & VIRTUAL HIGH SCHOOL PROGRAMS

ASPIRATIONS PROGRAM Grades: 11 - 12

Prerequisite: Application with Guidance Counselor

A partnership with the University of Maine at Farmington and Augusta allows Juniors or Seniors with a “B” or better average to take freshman-level college courses at UMF or UMA at no charge. Successful completion of these courses is worth 3 college credits that will transfer to most college and universities. Each class will also be worth 1 high school credit. Registration opens the 3rd or 4th week in August and classes are available on a first-come, first-served basis. If you are interested in pursuing this option, please schedule time with Shannon Bergeron, counselor for 11th and 12th grades.

VIRTUAL HIGH SCHOOL Grades: 11 - 12

Virtual High School (online) classes are open to juniors and seniors with seniors given first priority.. MCHS is allotted 15 slots per semester through the VHS consortium. VHS offers over 200 full semester courses in Arts, Business, English Language Arts, Foreign Language, Life Skills, Mathematics, Science, Social Studies, and Technology. In addition, VHS offers Advanced Placement (AP) full year courses and pre-advanced placement semester-length courses. If you are interested in taking an online course, go to govhs.org to take a self-grading questionnaire to see if you are the kind of student that would be successful in an online environment. VHS courses may NOT replace specific departmental high school graduation requirements without prior approval from the Academic Dean.

ATM COURSES

Grades: 9 - 12

Prerequisite: Approval from ATM Coordinator

Students have the opportunity to take high school level classes via ATM [Asynchronous Transfer Mode]. This means classes will be delivered or taught in real time from other schools right to our ATM Room at Maranacook. There are a variety of options available each year from advanced calculus to Japanese language to history to science. Check the ATM Coordinator for the listings.

SPECIAL EDUCATION

What does Special Education look like at Maranacook Community High School? The high school Special Education programs are an integral part of our educational approach to provide each student the opportunity and supports necessary to learn in the least restrictive, and most supportive, educational environment. The high school offers a continuum of services, which include: The Learning Center, Transition Program, Transitional Skills Program and the Behavioral Learning Center. The Learning Center provides support through a structured study hall approach, which assists students in accessing their regular education courses, as well developing organizational and study skills.

The Transition Program is a literacy-based setting, wherein students receive remedial direct instruction in developing reading and writing skills. Students in this program also receive direct organizational and study skill support, along with a focus on career exploration and planning. The Transitional Skills Program provides instruction and practice in functional living skills, including utilizing community resources and supports in addition to career exploration through work experiences.

The Behavioral Learning Center provides a support system which includes two school-based tools: The Positive Behavior Support Plan, which is a system for providing clear feedback, rewards and logical consequences for behaviors and The Level System, which is a structure by which to acknowledge and respond to different levels of need for supervision presented by each student.

All of the programs offered at the high school use the inclusion model of education, whenever possible. This approach to education would not be successful without the wonderful group of highly qualified and supportive educational technicians, teachers, staff and administrators, who provide support in and out of regular education classes and to special educators. This approach also mirrors the Maranacook Community High Schools mission statement, which promotes the belief that every individual can flourish academically and socially, according to his or her ability.

The Special Education departments in both the high school and middle school work closely together to help ensure a seamless transition from the middle school setting to the high school community, where the focus becomes post-secondary planning. Participation in these programs is determined through the Pupil Evaluation Team (PET) process.

CAPITAL AREA TECHNICAL CENTER

Capital Area Technical Center (CATC) is committed to developing technical and academic skills and promoting the student attitudes and achievement that will prepare all students for further education and careers in the 21st century. CATC offers a variety of programs to seniors, juniors and in some programs sophomores. Most programs are offered on a half day basis, but some are available full day.

AUTOMOTIVE COLLISION TECHNOLOGY I SOPHOMORES/JUNIORS/SENIORS

Duration: YEAR FULL DAY and HALF DAY

In the Automotive Collision Program, students will receive instruction in metal straightening, surface preparation, welding, plastic repair and plastic refinishing. Daily assignments involve performing work on customer's vehicles in the automotive collision shop. All instruction and practical application is done to National Automotive Technician Foundation (NATEF) and International Collision Auto Repair (I-CAR) standards. These entry level skills in non-structural damage repair and refinishing prepare students for postsecondary education or placement in the trade. Students entering Automotive Collision Technology should have good reading, writing, and math skills. We incorporate industry standards using up-to-date equipment to meet the needs of today's workplace. We also teach and expect the professionalism that employers will require from you on the job.

AUTOMOTIVE COLLISION TECHNOLOGY II JUNIORS/SENIORS

Duration: YEAR FULL DAY and HALF DAY

In the Automotive Collision Technology II program, students will advance their techniques in metal straightening, surface preparation, welding, plastic repair and plastic refinishing. Students will use on-line repair programs, computerized estimating and scan tools. The instructor may also assist students in obtaining a co-op position at a local repair facility. A prerequisite to this course is Automotive Collision Technology I.

AUTOMOTIVE TECHNOLOGY

The Automotive Technology Program is divided into three levels. This will allow students to complete the automotive courses that they choose and that their high school course work will allow. Instructors can help students with choosing a technical/community college to finish their training.

Automotive Technology I gives students the knowledge and skill they will need to start as an entry level technician performing light duty service work and minor repairs.

Automotive Technology II gives students the skill and knowledge to perform repairs on today's complex systems.

Automotive Technology III will allow students to complete any remaining course work and your portfolio. The instructors can also assist students with a co-op position at a local repair facility.

To assure quality repairs on today's automobiles, Automotive Service Excellence, or ASE certifies auto repair technicians. The National Automotive Technicians Education Foundation (NATEF), provides industry standards for institutions involved in skill building for the auto industry. The Automotive Technology Program is NATEF certified in the following areas: Brakes, Electrical/Electronic, Engine Performance, and Steering and Suspension. Students will also have the opportunity to receive Central Maine Community College credit while attending Capital Area Technical Center. Other articulation credits are available from other schools. Juniors, after completing level one automotive program, will have the opportunity to participate in the Automotive Youth Educational System (AYES). In this program students will be employed at a local dealership working under a mentor to enhance student skills and knowledge.

Students entering Automotive Technology should have good reading, writing, and math skills. We incorporate industry standards using up-to-date equipment to meet the needs of today's workplace. We will also teach the professionalism that employers will expect from you on the job.

AUTOMOTIVE TECHNOLOGY I

SOPHOMORES/JUNIORS/SENIORS

Duration: YEAR HALF DAY

Students will gain hands-on experiences in an automotive shop environment. Students will receive the foundation of automotive technology which includes automotive safety and fundamentals. Students will perform: light duty service work, minor repairs, brake repairs and electrical repairs.

AUTOMOTIVE TECHNOLOGY II

JUNIORS/SENIORS

Duration: YEAR HALF DAY

Students will continue work from Automotive Technology I by advancing their knowledge of automotive electronics, engine performance and steering and suspensions. Students will have the opportunity to take the Maine Motor Vehicle Inspection test for State of Maine certification. This course is offered in the p.m. session only. A prerequisite for this course is a year-long Automotive Technology I course.

AUTOMOTIVE TECHNOLOGY III

SENIORS

Duration: YEAR HALF DAY

Students will continue work from Automotive Technology II by advancing their knowledge of automotive electronics and engine performance. The instructor may also assist students in obtaining a co-op position at a local repair facility. This course is offered in the p.m. session only. A prerequisite for this course is a year-long Automotive Technology II course.

BIOTECHNOLOGY

JUNIORS/SENIORS

Duration: YEAR HALF DAY PROGRAM

Biotechnology is a class where students will learn about the equipment, techniques, and background needed to work in a biotechnology lab or to prepare for a career in biotechnology, medicine, biological science, or related fields. Students will be doing many laboratory exercises in areas such as forensic science, DNA fingerprinting, plant tissue culture, bacterial transformation, and cloning. Students will visit research labs and biotech companies utilizing these techniques. Students are required to keep an extensive lab notebook similar to industry standards, which is a major part of their grade. A minimum of one job shadow experience is required. The course is lab intensive and students will be offered an option to work on a research project in conjunction with the University of Southern Maine. With this option, students can receive honor level credit from their partner sending school. This course stresses creative thinking and problem solving skills. *A prerequisite of Biology is strongly recommended.*

BUILDING CONSTRUCTION

JUNIORS/SENIORS

Duration: YEAR FULL DAY and HALF DAY

The Building Construction program provides instruction and practice in the principles of residential construction. Students build scale and full size buildings, perform building tasks in the Augusta community and study related information in the classroom. Students successfully completing the Building Construction course of instruction and work activities will be qualified for entry-level positions in construction, retail lumber, and related fields. This program helps build a firm foundation for furthering education in building technology programs at community colleges.

***Students should have mastery of measuring, reading, arithmetic computation skills, be familiar with a full function calculator to perform basic mathematical operations, and perform calculations using fraction and decimals.**

CERTIFIED NURSING ASSISTANT

JUNIORS/SENIORS

Duration: YEAR HALF DAY PROGRAM

This 1/2 day program provides students with the opportunity to acquire the knowledge and learn the skills necessary to become a Certified Nursing Assistant. Students learn how to give basic nursing care to patients and residents. This includes assisting with personal hygiene, movement, nutrition, elimination, communication and emergency situations. In the classroom students learn about anatomy and physiology, diseases, illnesses and conditions of the human body and they practice tasks in the skills lab. Working in the local nursing homes and hospital is required. Qualified students who have successfully completed the program have the opportunity to take the State of Maine Certified Nursing Assistant exam in the spring and become a Certified Nursing Assistant (C.N.A). Students are prepared to work as a C.N.A. and/or further their education in nursing or other medical fields.

It is recommended that students take biology and health courses prior to attending this program. Attendance is vital to this program, as there are state mandated hour requirements that must be fulfilled prior to taking the C.N.A. exam. A student interview and references may be required.

COMPUTER AIDED DRAFTING & DESIGN (CADD)

JUNIORS/SENIORS

Duration: YEAR HALF DAY CADD-ARCH. (AM) HALF DAY CADD-MECH. (PM)

From the basics of design to Computer Aided Drafting & Design, this program prepares students for entry-level positions within the industry and for postsecondary education. Drafting skills are developed through applied drawings created by state-of-the-art equipment. Individualization of instruction allows students to qualify for beginning drafting positions while providing an excellent foundation for those planning a career in architecture or engineering. Computer Aided Drafting & Design is divided into two 1/2-day

programs. It is possible to combine the two for a full day option. Mechanical CADD (p.m.) will use CAM (Computer Aided Machining) technology, using CNC (Computer Numerically Controlled) milling and lathe machines. Architectural CADD (a.m.) will use used for construction methods, space planning and materials for residential drawing and design. This class will also design and draw plans for a residence to be constructed by the Building Construction program.

COMPUTER TECHNOLOGY I JUNIORS/SENIORS

Duration: YEAR HALF DAY PROGRAM

The program is designed to give students a working knowledge of computer hardware and software. The course will consist of modules covering hardware components, network and operating systems. This course will include troubleshooting of hardware and software problems. The program will incorporate background work for the A+ Certification Test. Students will have classroom work and hands-on experience that will prepare them for entry-level positions and/or post secondary computer related programs.

COMPUTER TECHNOLOGY II SENIORS

Duration: YEAR HALF DAY PROGRAM

The CCNA Discovery course, Networking for Home and Small Businesses. The goal of this course is to introduce you to fundamental networking concepts and technologies. This course provides a hands-on introduction to networking and the Internet using tools and hardware commonly found in the home and small business environment. This class requires a solid background in computer repair and maintenance and an exposure to networking.

CULINARY ARTS JUNIORS/SENIORS

Duration: YEAR FULL DAY and HALF DAY

The Culinary Arts program trains students for a career in the Food Service industry. Students learn basic food preparation, baking and proper dining room service techniques through the operation of a cafeteria, banquet service and restaurant. They are exposed to the latest technology, including the use of a computerized ordering program directly linked with a distributor. A wide range of career specializations within the Food Service and Hospitality industry are introduced through field trips, special projects and on-the-job training opportunities. Employment potential is excellent and there are many postsecondary opportunities available. A nationally industry recognized sanitation course, Serv-Safe, is offered, and a certificate is awarded upon the successful completion of the course.

***Students should have basic math skills and knowledge of algebra, have average reading and writing skills, and be computer literate. Basic knowledge of French for culinary terms is helpful.**

DIGITAL MEDIA SOPHOMORES/JUNIORS/SENIORS

This program is designed to give students an introduction and better understanding of the business, technical, and creative aspects of media. Semester courses are offered in four different concentrations.

A second year level in each course is available with CATC permission. The following are the course descriptions:

TELEVISION PRODUCTION

Duration: SEMESTER HALF DAY PROGRAM

Television Production is a course designed to give students a hands-on experience operating a television station. Students will learn to produce, direct, act, and operate all equipment related to television production. As crew members, students will have the opportunity to work for Channel 7 Augusta doing "Live" broadcasts of City and School department meetings, athletic events, and other local programs. This course is offered the a.m. session 1st semester and the p.m. session 2nd semester.

VIDEO PRODUCTION

Duration: SEMESTER HALF DAY PROGRAM

Video Production is a course through lecture and hands-on experience where students will learn the basics of camera operation, lighting, editing and audio manipulation. Throughout the semester students will create in class commercials, documentaries, music videos, and informational videos. This course is offered the p.m. session 1st semester and the a.m. session 2nd semester.

COMPUTER ANIMATION

Duration: SEMESTER HALF DAY PROGRAM

Computer Animation is a course designed to give students the hands-on opportunity to learn the basics of 2-D animation through the use of Flash and Adobe Photoshop. Throughout the semester students will improve their skills building animations for DVD interfaces, Internet web pages as well as creating a basic game. This course does not require any artistic ability however a little creativity is needed. This course is offered the a.m. session 1st semester and the p.m. session 2nd semester.

WEB DESIGN

Duration: SEMESTER HALF DAY PROGRAM

Web Design is a course through lecture and hands-on training where students learn the basics of web page layouts. This class covers the concepts of color scheme, balance, scale, photo manipulation and text editing. Throughout the semester students will improve

their skills by creating and designing a variety of web pages integrating images, animation and video with the ultimate goal of developing a web site. This course is offered the p.m. session 1st semester and in the a.m. session 2nd semester.

EARLY CHILDHOOD OCCUPATIONS JUNIORS/SENIORS

Duration: YEAR HALF DAY PROGRAM

As a 1/2 day program, Early Childhood Occupations is designed to teach the skills required to care for and teach preschool children. Students study the growth and development of children and assist in the organization and operation of the Center's nursery school. Job shadowing at local childcare agencies is required. Students are prepared to go on to entry-level positions or to continue their education in a teacher training program or other related areas. A second year program is also available for students who successfully complete the first year. Second year students complete an in depth study of child development and job shadow in the public schools.

***Students should be at least 16 years old, have at least a seventh grade reading level, have physical stamina, and exhibit patience and a caring attitude.**

GRAPHIC DESIGN AND PRINTING I JUNIORS/SENIORS

Duration: YEAR HALF DAY FULL DAY (CATC Permission Required)

In this course, students will use their own ideas to develop, design and produce projects such as T-shirts, stickers, note pads, greeting cards and much more. Topics covered will include principles of design and computer applications such as Adobe Photoshop, Illustrator and InDesign. Also covered will be screen printing processes, offset printing, and vinyl cut sign making. Students will apply their creativity, problem solving skills and techniques learned during class time to produce original printed pieces. Full day students may be eligible to earn Central Maine Community College credits for their GAT151 screen printing course. This course will prepare students to continue their Graphic Arts training at the college level.

GRAPHIC DESIGN AND PRINTING II SENIORS

Duration: YEAR HALF DAY FULL DAY (CATC Permission Required)

Students enrolled in this second level course will enhance their design and printing skills through the production of jobs for non profit organizations and schools. Students will also be assigned personal projects designed to teach advanced techniques including 4 color process printing, digital imaging, cost estimating and customer service. Students may elect to earn credits for Central Maine Community College's GAT151 screen printing course. Students will also have the opportunity to job shadow at local print shops.

HEALTH CAREERS SCIENCE/PHARMACOLOGY SENIORS

Duration: YEAR HALF DAY PROGRAM—A.M. SESSION

In Health Careers Science, Pharmacology concentration, students will learn medical/pharmacological terminology, calculations, pharmacology, anatomy, and law and ethics. These concepts will be achieved by performing lab exercises, completing assignments, competency check off, and tests. Students will learn how to receive and interpret medication orders, over the counter medications and inventory skills. Communication skills, professionalism, and other skills beneficial in the workplace will be covered. At the end of this program, seniors will have the opportunity to sit for National Board Certification for Pharmacy Technician. A student interview and references may be required. The course is geared toward senior students, with a strong math and science backgrounds.

HEALTH CAREERS SCIENCE/MEDICAL TERMINOLOGY JUNIORS/SENIORS

Duration: YEAR HALF DAY PROGRAM—P.M. SESSION

In Health Careers Science, Medical Terminology concentration, students will learn medical terminology, which is a foundation necessary for establishing a career in healthcare. Students will learn how to analyze medical terms by dividing them into their component parts to obtain definitions. Basic anatomy will be introduced as each body system is studied. This program will also include fire safety, infection control, CPR and first aid. Students will have the opportunity to listen to professionals related to the medical field, as well as the chance to go on career-related job shadows. A student interview and references may be required.

LAW ENFORCEMENT JUNIORS/SENIORS

Duration: YEAR HALF DAY PROGRAM

Students enrolled in the Law Enforcement program will gain a head start in this increasingly competitive field. This course covers everything from criminal law and crime prevention to defensive tactics and criminal investigation. The course is designed to help students make a career choice in the main occupations available in the field and to prepare them for further training or education in the criminal justice/law enforcement field. Students in this program are expected to display high standards of ethical and moral behavior, in and out of the classroom, that reflect professionalism, respect, commitment, dedication, pride, self-discipline and teamwork. The curriculum is delivered using hands-on applications, demonstrations and practical scenarios.

MACHINE TOOL TECHNOLOGY I JUNIORS/SENIORS

Duration: YEAR HALF DAY PROGRAM

This course is recommended for students who will be entering their junior or senior year. This course will introduce students to all aspects of the machine tool industry, including the operation of lathes, drills, millers, and basic computer numeric controlled

machines. Students will also develop skills in blue print reading and basic welding. Juniors who successfully complete this course are encouraged to go on to Machine Tool Technology II. ***Strong math skills are recommended.***

MACHINE TOOL TECHNOLOGY II SENIORS

Duration: YEAR HALF DAY FULL DAY (CATC Permission Required)

Students prepare to enter the Machine Tool industry or technical college programs through extensive lab work in conventional machining processes and classroom experiences. The program is designed to build proficiency and skill in job planning and the operation of lathes, millers, grinders and drills. In addition, this program provides an opportunity to work on projects that interface with the Drafting Technology program using CNC lathes and milling machines. Students also receive training in basic welding principles including; SMAW, MIG, TIG and OXY FUEL. ***Successful completion of Machine Tool I is required. Strong math skills are recommended.***

PLUMBING & HEATING JUNIORS/SENIORS

Duration: YEAR

HALF DAY PLUMBING & HEATING

FULL DAY PLUMBING & HEATING (CATC Permission Required)

The Plumbing and Heating program utilizes classroom demonstrations, lecture, practical lab experiments and live work experience in the Augusta area to expose students to the skills that are needed for entry-level employment in the two fields of study. Instruction includes: blue print reading and its applications, planning systems layouts and estimating, and the use of different heating fuels such as number two heating oil and propane. Also covered is basic electricity and its application to the trades. Upon successful completion of the program, students will be prepared for entry-level jobs in the fields of plumbing and heating or entry into postsecondary plumbing and heating programs.

CO-OPERATIVE EDUCATION PROGRAM

Co-operative Education is a program which combines academic study with paid, monitored and credit-bearing work. Students in the CATC Co-Op program may alternate days of school with work, work after school for additional credit, or participate in the most common arrangement, mornings in school and afternoons at a paid job. Co-Op participants attend a class for related instruction, which focuses on job seeking, workplace skills and personal finance.

THE LEARNING CENTER

The Learning Center is the academic hub of CATC. A variety of academic courses are offered to attending CATC students. Classes available include: Algebra I, Art Appreciation, Civics, Earth Science, English, Geometry, History of Rock and Roll, Life Science, Parenting, Pre-Algebra, and U.S. History. Students need to complete and pass assigned course materials in order to receive credit from their sending school. The courses are individualized and self-paced, so any subject can be taken during any class time. Classes are offered on an alternating block schedule for 50 minutes. Full day students can take up to two Learning Center courses, half day students can take courses in the opposite half day from their technical program.

***All students must have prior approval from their sending school guidance counselor.**

DIVERSIFIED OCCUPATIONS PROGRAM

Diversified Occupations is a program for students with documented learning differences. Half-day technical training is provided in three different programs. Students may also enroll in academic classes, which provide for individualized instruction and small group settings. Diversified Occupations Academics offers: English, Consumer Math, Algebra, United States History, Computer Essentials, Health, and a Science program that incorporates a greenhouse learning experience. Students attending full day will take a technical program and three academic courses; a half-day choice would involve only a technical program.

Our morning **Human Services** program offers the student a hands-on experience in our school cafeteria preparing the daily school lunch and experiencing some integration with the Culinary Arts program. Students in the afternoon program focus on life and career skills.

The **Auto Reconditioning** program focuses on teaching students the skills necessary for exterior and interior detailing. Students have the opportunity to expand their knowledge depending on their ability and interest in pursuing additional learning in this field.

The **Building Trades** program offers students the chance to learn basic carpentry skills using both hand and power tools. Students experience components of building construction within the shop area at CATC as well as in the community.

Our goal is to support students in the completion of their academic and vocational training while preparing them for the workforce or postsecondary education.

For more information, or to enroll a student, please contact CATC Assistant Director, Stephanie Turgeon at 626-2474 x3104 or stturgeon@augustashools.org