

Mt. Abram High School



Course of Studies Handbook 2018-2019

Mt. Abram High School

*Maine School Administrative District #58
1513 Salem Road, Salem Township, ME 04983
Phone (207) 678-2701 Fax (207) 678-2668*

~ School Mission ~

*We work together to create a supportive community dedicated to lifelong learning,
where high expectations and personalization foster success for all.*

Mt. Abram High School

Administration & Support Staff

2018-2019



Michelle Tranten	Principal	678-2701 ext. 4101
Brian Desilets	Assistant Principal / Athletic Director	678-2701 ext. 4103
Benton Milster	School Counselor	678-2701 ext. 4104
Laureen Olsen	Special Education Director	684-3532 ext. 2103
Lindsay Dakers	Gear Up Coordinator/RTI Coordinator/PLP Instructor	678-2701 ext. 4326
Greta Espeaignnette	Adult Education Coordinator	678-2701 ext. 4226
Laura White	Registrar / School Secretary	678-2701 ext. 4100

Table of Contents

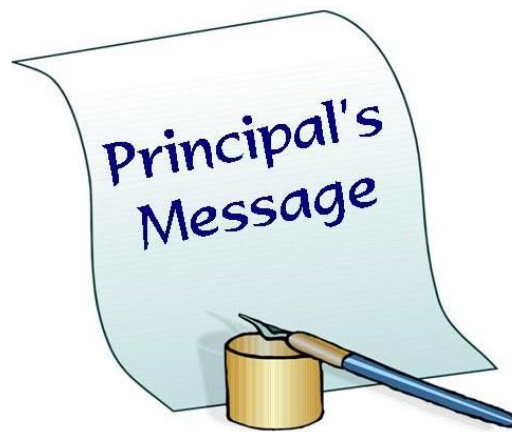
School Mission	front cover
Administrative and Office Staff	1
Table of Contents	2
Mt. Abram High School Phone & Email Directory	3-4
Principal's Message	5
Welcome & Overview of Mt. Abram High School Counseling Services	6-7
Mt. Abram Expectations for Student Learning	8-9
Mt. Abram High School Graduation Requirements	10-12, 40-48
Course Selection & Academic Planning	12-15
Mt. Abram High School Academic Requirements	15-16
Senior Class Rank & Cord Awards	16-17
Class Rank / GPA & Report Cards	17-18
Course Overviews	19-39
❖ Academic Support Class	38
❖ Additional academic programs / offerings	37-39
❖ Strings & High School Orchestra	27
❖ Career Development	38
❖ Community Education Center	39
❖ Computer Technology	19-20
❖ Drivers Education	39
❖ English	20-25
➤ English I, II, and III selections	20-24
➤ English IV selections	24-25
❖ Fine Arts	25-27
❖ FCTEC Exploratory Program	37
❖ Health	31
❖ Mathematics	28-30
❖ Physical Education	30-31
❖ Seminar (Advisory Period)	38
❖ Science	31-33
❖ Social Studies	33-35
❖ World Languages	35-37
➤ French	35-36
➤ Spanish	36-37
Graduation Standards for the Graduating Class of 2021 and Beyond	40-48
❖ Mathematics	40-41
❖ English	42-43
❖ Science	44-46
❖ Social Studies	47-48

Mt. Abram High School Phone and Email Directory

To reach Mt. Abram High School, please call 678-2701 and then select the appropriate extension from the following chart.

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Dear students, parents and guardians,

We are very excited and look forward to continued success with you during the 2018-2019 school year!

Mt. Abram High School is pleased to offer a rigorous curriculum, providing opportunities to meet the needs of each individual student. I encourage you to develop a schedule that will allow you to take full advantage of the variety of courses and programs offered at Mt. Abram High School. Program and course selections are important decisions and should be made with support and input from your parents and teachers. The School Counseling Office, the Principal and Assistant Principal are ready to assist you with this process.

Standards and expectations for students have recently been updated as we move toward Proficiency Based Education. Beginning with the graduating class of 2021, graduation requirements are based on meeting proficiency in the standards. The required Graduation Standards for the graduating class of 2021 and beyond are outlined at the back of this course of studies handbook. The Graduation Requirements for the Graduating Classes of 2019 and 2020 are outlined in this course of studies handbook.

As a community, we must continue to work together to support our students successful academic achievement. These decisions will enhance their future in their career and educational paths.

Please contact the School Counseling Office, the Principal, or Assistant Principal with any questions you may have regarding your educational goals.

Sincerely,

Michelle S. Tranten
Principal

Note to Parents/Guardians and Students

Welcome to the Mt. Abram High School Course of Studies Handbook for 2018-2019.

Please note that students and parents need to be aware that because of fiscal restraints and/or policy or protocol changes, specific courses and offerings may change without warning at any time **prior** to the opening of school in August and at semester break (midyear). Administration and staff want to maintain quality educational programs and offer a well-balanced curriculum designed not only to meet educational needs but also student's interests. The purpose of this statement is to advise all students that we reserve the right to make changes when deemed necessary. It behooves students to be very careful and accurate in selecting courses, as it may become necessary to select alternative courses.

In this handbook parents and students will find the school's expectations for learning, a comprehensive description of graduation requirements, the entire course of studies for grades 9-12 (1st year-4th year), as well as the resources and services available for all students to develop a successful, personal learning plan. We invite and encourage all parents to work closely with their students to select the courses, and access the resources that will lead to a promising future after high school.

The *Mt. Abram Course of Studies* reflects our school's mission for learning, our commitment to providing an equitable, rigorous, and personalized education for all of our students.

- ❖ Equity means providing instruction that allows different students to meet the same high learning standards in different ways.
- ❖ Rigor means asking all students to use knowledge in sophisticated ways that requires high order levels of thinking and analysis. Every Mt. Abram student should graduate prepared for college level studies when or if they choose to attend.
- ❖ Personalization means supporting all students to take charge of their own learning through goal setting, self-assessment, and the collection and demonstration of evidence that they are moving along the pathway they have set for themselves.

The *Mt. Abram Course of Studies* reflects the school's commitment to these core principles. The 9-12 core curriculum, heterogeneous grouping in most classes, early college opportunities, internships, comprehensive school counselor services, and the Advisory Program support all students to develop successful personal plans for learning and for life after high school.

Contingent on Department of Education approval of RSU 58/MSAD 58's schedule for implementation of proficiency-based diploma requirements after July 1, 2020, the awarding of a diploma from Mount Abram Regional High School will be contingent on the demonstration of proficiency in the required content areas of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Learning Results. Students will also need to fulfill all additional graduation requirements set by the Board.

Please visit our website at www.msad58.org to find an electronic version of this handbook.

COORDINATED STUDENT SERVICES:

Mt. Abram High School provides comprehensive services to students, parents and community members delivered through a team approach that includes the Principal, Assistant Principal/Athletic Director, Support Staff, the School Counselor, Adult Education Coordinator, Career Coordinator, School Social Worker and the School Nurse.

SCHOOL COUNSELING OFFICE

The School Counseling Office at Mt. Abram High School is structured to help students explore information and receive assistance in all aspects of their educational and personal experience. Students are encouraged to use the resources of this office regarding selection of their high school course of study, career information, college search & application, and military career information. The school counseling office also offers services to students needing information or assistance with concerns of a personal nature. All personal counseling conversations are kept confidential unless there is a concern for the safety of the student or others.

The School Counselor is available to meet with students on an appointment or walk in basis during the student's academic support period, before and after school and during lunchtime. Both students and parents should feel free to enlist the help of the school counselor whenever any information or assistance is needed.

The counselor works with students throughout their four years and encourages parents to call or visit. Please call Mt. Abram High School (678-2701) and ask for Mrs. Laura White, Registrar/Secretary or Mr. Milster, School Counselor.

School Counseling Mission Statement

In MSAD 58, the school counseling office personnel view each student as an individual with unique needs, interests, and abilities. We believe that the learning experience is linked directly to the personal, social, emotional, educational, and cultural needs of the student.

Our primary goal is to support and encourage students, and to act as an advocate on their behalf. We also strive to assist students in the acquisition of knowledge and skills that will enable them to achieve greater independence and self-knowledge in the areas of academic and career planning, decision-making, interpersonal and social skills, and self exploration. Our focus for students is the formulation of their own ideas, goals and objectives needed to explore and achieve the quality of life that they desire.

We believe that all students should be working toward the creation of a plan that will enable them to successfully compete in today's competitive job market. This plan may include some type of college, military experience, apprenticeship/training and/or direct entry into the labor force. We also believe that students need to realize that the demand for unskilled labor has been drastically reduced over the years, and in order for them to be competitive, some type of additional training beyond and/or supplemental to their high school experience is a necessity for most high school graduates.

MT. ABRAM HIGH SCHOOL EXPECTATIONS FOR STUDENT LEARNING

All Mt. Abram students are supported to meet high academic standards in order to leave high school adequately prepared for college, work and citizenship. Guided by the school’s mission to provide fair access for all students to an education that meets rigorous high standards, the Mt. Abram course of studies is built around a core curriculum in grades 9 through 12. The core curriculum is aligned with the content standards and instruction in core classes is at a college preparatory level or above. Mt. Abram also offers a variety of elective courses that complement the core curriculum and allows students to acquire the knowledge and skills necessary for successful postsecondary education and career choices. Technological literacy is embedded within the Mt. Abram course of studies through the one-to-one computer program, and community-based learning is encouraged and supported in both core and elective courses.

As an explicit commitment to high standards for all Mt. Abram students, the school community has identified specific school-wide essential learnings. It is believed that all students at Mt. Abram High School should *read, write, speak, problem solve and use the research process effectively*. To achieve these outcomes for all students, reading, writing, speaking, problem solving and using research skills must be taught throughout the entire curriculum. All Mt. Abram teachers instruct students in these essential learnings and assess them using school-wide rubrics. To provide coherence and to best fit the specific content of each course, each Mt. Abram academic department has identified primary and secondary responsibilities for instructing and assessing the school-wide academic expectations (see table below).

Departmental Responsibilities for School Wide Academic Expectations

	<i>Write</i>	<i>Speak</i>	<i>Problem Solve</i>	<i>Use Research</i>
English	P	P		S
Math	S		P	
Science	S	S	P	P
Social Studies	P	P	P	P
Health / PE		S	P	
VAPA (Visual & Performing Arts)	S	S	P	
Computer Technology	S	P	P	S
Applied Technology	S		P	
World Languages	S	P		

P = Primary department responsibility / S = Secondary department responsibility

In addition, specific social and civic expectations exist and are assessed school-wide. Each student at Mt. Abram will:

- Be responsible for her or his own learning by:
 - Setting personal learning goals and future plans.
 - Using technology and other resources effectively.
- Demonstrate respect for herself or himself and others by:
 - Participating in the community at large.
 - Meeting school-wide expectations created and reviewed each year.
 - Showing an understanding of the positive and negative consequences of one’s own actions and decisions.

- Be a quality and collaborative worker by:
 - Recognizing and producing quality work.
 - Cooperating within groups and working well independently.
 - Being prepared to engage in the work of school.
 - Showing a willingness to balance home and school responsibilities.
 - Working ethically.

To personalize support for all students in meeting these academic, social and civic expectations, Mt. Abram High School has implemented several critical structures and practices; including but not limited to: a Seminar Advisor/Advisee Program; annual Student Led Conferences, RTI (Response to Intervention) and Habits of Work (HOW). Mt. Abram students are engaged in their own learning and have multiple opportunities to meet high academic, social and civic expectations.

PLAGIARISM: Cheating is any attempt to gain an unfair advantage in grades through dishonesty in performance on assignments or examinations. Examples of cheating include copying (or allowing to copy) assignments; unauthorized use of notation aids or looking at another student's work during a test; procuring, previewing or supplying examinations ahead of time; any unethical and/or misuse of the Internet; and plagiarism. **Plagiarism is using someone else's words or ideas without giving proper credit – or without giving any credit at all – to the writer of the original. Whether plagiarism is intentional or unintentional, it is a serious offense that you can avoid by adhering to the advice for research and composing as available through textbook, library and/or electronic/Internet references.**

MT. ABRAM HIGH SCHOOL GRADUATION REQUIREMENTS

(Classes of 2019 and 2020)

Demonstration of Essential Skills and Knowledge

Mt. Abram students, as a requirement for graduation, must demonstrate skills, knowledge and understanding aligned with the content standards within each subject area. By working within the Seminar Advisory Program, each student, each year will:

- Establish personal academic goals as the foundation of his/her personal learning plan.
- Participate in a student-led conference in the fall of each year.
- Meet portfolio requirement as outlined in the graduation requirement policy.
- Evidence of 40 hours of community service.

English/language arts	4 credits
Mathematics	3 credits
Science Including: At least 1 year of Lab Credit	3 credits
Social Studies Including: 1 US History 1 Civics & Government	3 credits
Fine Arts	1 credit
Computer Literacy-checklist/classes	0.5 credit
Health	0.5 credit
Physical Education	1 credit

Mt. Abram High School requires students to earn **24 credits for graduation.**

Credits are awarded on a semester basis.

Portfolio Requirement: As a requirement for graduation, all students are required to demonstrate academic mastery by means of the collection and presentation of standards based work in their personal portfolio. Each student in the graduating class of 2015 and beyond will present his or her portfolio during the second semester of the junior year or the first semester of the senior year, and the student work displayed in the portfolio will meet or exceed school standards. Work will include but not be limited to:

- Current personal resume, with appropriate documentation.
- Writing sample.
- Research paper, in any learning area.
- Minimum of one sample each of all core learning areas.
- Evidence of community service.

The Career Development class is a required course for the graduating classes of 2015 and beyond because this course supports the work that is required of the Portfolio.

MT. ABRAM HIGH SCHOOL GRADUATION REQUIREMENTS **(Classes of 2021 and after)**

Contingent on Department of Education approval of RSU 58/MSAD 58's schedule for implementation of proficiency-based diploma requirements after July 1, 2020, the awarding of a diploma from Mount Abram Regional High School will be contingent on the demonstration of proficiency in the required content areas of Maine's system of Learning Results and meeting the cross-content performance standards of the *Guiding Principles* of the Learning Results. Students will also need to fulfill all additional graduation requirements set by the board.

Mount Abram Regional High School's educational program will be designed to enable students to satisfy graduation requirements in four years through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the of the Learning Results and in cross-content *Guiding Principles* of the Learning results.

Students following a traditional pathway will:

- A. Engage in educational experiences in the content areas of English Language Arts, Mathematics in each year of their high school program;
- B. Engage in at least three educational experiences in each of the content areas of social studies and science and technology during their high school program;
- C. Engage in at least one educational experience in the content area of visual and performing arts during their high school program;
- D. Engage in at least one educational experience in world languages during their high school high school program;
- E. Engage in at least two health and physical education experiences during their high school program; and
- F. Engage in educational experiences that integrate career and educational development into other content areas of the Learning Results.

Students following a traditional pathway must be enrolled in the equivalent of six full year learning experiences/courses or integrated equivalents in each of their high school years.

Students may also opt to pursue a high school diploma through multiple additional pathways including:

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

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

In order to pursue one or more of the multiple/alternative pathways, a student must have a Personal Learning Plan detailing how the pathway will provide exposure to the content standards of the Learning results and/or the Guiding Principles and how the student will demonstrate proficiency in meeting the standards. The Personal learning Plan must be approved by the School Counselor and Principal.

EARLY GRADUATION: Students requesting early graduation need to submit a plan by the end of their sophomore year (2nd year), which must be approved by the principal. Interested students need to consult with their school counselor and review the application process for more detailed information. All students, regardless of when they begin the first year of high school, will be held to the graduation requirements of the particular class of the year in which they are graduating.

COURSE SELECTION AND ACADEMIC PLANNING

Students should select courses based on their ability, interest, future plans, and admission requirements at postsecondary schools. Students should also keep in mind, as a first priority, to schedule all courses during their four years that are needed for graduation from Mt. Abram School. Students are encouraged to explore as wide a range of course offerings as possible during their time at MTA. When selecting courses, students should consult with their parents, teachers, academic advisors and their school counselor for assistance. Please use this handbook as a reference for information regarding courses offered at MTA, graduation requirements, course descriptions, and other pertinent information about Mt. Abram School.

Planning Your High School Program:

When selecting courses, students should tentatively outline the remainder of their high school program. Planning can insure a meaningful program that reflects the student's individual needs and increase their options upon graduation. Careful planning will also help with:

- Making sure that all graduation requirements are met
- Insure preparation for admission to college and other postsecondary programs/training opportunities
- Developing additional interests
- Gaining as many skills as possible while in high school
- Focusing efforts in making post-secondary choices

All students at Mt. Abram school are encouraged to explore and pursue some type of postsecondary education. Students who plan to apply to a four-year college or university are advised to follow the college preparatory curriculum outlined below. Students applying to community or technical colleges, two-year business colleges/programs, or other professional training schools need to check specific admissions requirements of those schools and programs. Community and some technical college programs fill up quickly, and admission to them can be very competitive. Students are encouraged to start the college planning process early, and consult with their school counselor regarding planning and specific college admission criteria. All students are encouraged to explore as many different educational course opportunities as their schedule will allow.

FOUR YEAR COLLEGE PREPARATORY COURSE

Most four-year colleges and universities require high school students to successfully complete a demanding high school curriculum for admission. Though the standards of admission vary from school to school, it is generally expected that students complete the following **minimum** criteria:

Four years of College Preparatory English

Two years of College Preparatory lab science, including chemistry

Three or four years of College Preparatory math, including Algebra I & II and Geometry

Three years of College Preparatory social studies

- At least two years of a world language (the same language for both years)
- The most challenging curriculum the student's ability will allow.
- A strong academic program through the senior year

Students choosing this course of study must keep in mind that academic expectations are high, course content of college preparatory courses is challenging, and workload is considerable.

COMMUNITY & TECHNICAL COLLEGE PREPARATORY COURSE

Community and technical college admissions criteria vary tremendously from one to another. Many of these schools have open admission, requiring a high school diploma or the HiSET (formerly GED). However, many of the technical or community colleges have prerequisite courses for some of their programs (algebra I, algebra II, geometry, chemistry, physics, etc), and may also be very competitive with regard to admission to the program. Students interested in pursuing a community or technical college program should meet with their school counselor prior to scheduling classes for their junior and senior years to ensure that they have the necessary coursework for admission.

Core Curriculum:

The table below provides an overview of the core curriculum for each grade level. Core course summaries and descriptions of elective courses and additional academic programs can be found on the following pages of this handbook. Parents and students should consult with Mt. Abram administration, school counselor, faculty advisors and classroom teachers for course of studies selection guidance and advice.

Grade 9	Grade 10	Grade 11	Grade 12
<u>Core Classes:</u>	<u>Core Classes:</u>	<u>Core Classes:</u>	<u>Core Classes:</u>
English 9	English 10	English 11	English 12
Algebra 1	Geometry	Algebra II	4 th year Math
Exploration in Science	Biology	Chemistry	4 th year Science
World History		U.S. History	U.S. Government
Introduction to Fine Arts	Fine Arts elective		
Phys Ed	Health		
<u>Electives:</u>	<u>Electives:</u>	<u>Electives:</u>	<u>Electives:</u>
World Languages	World Languages	World Languages	World Languages
MTA Electives	MTA Electives	Foster Tech Center	Foster Tech Center
		MTA Electives Early college opportunities Dual Enrollment classes	MTA Electives Early college opportunities Dual Enrollment Senior Internship

FOSTER CAREER & TECHNICAL EDUCATION: Students from Mt. Abram School can take advantage of the various opportunities available at Foster Career & Technical Education Center, as do other high school students in Franklin County. Technical education allows the student to experience learning with a hands-on component and to use academic skills in problem solving. FCTE courses are available to students in their junior or senior year through an application process. A wide variety of classes exist from computer technology to welding. There is a separate handbook available with detailed information regarding these programs.

Early College for ME:

During their junior and senior year, up to six high school students are selected to participate in the Early College for ME program. Students who meet the eligibility requirements receive free tuition, books and fees to take a community college course at Mt. Abram High School during their senior year and can be eligible in June of their senior year for a \$2,000.00 scholarship at a Maine community college.

College Classes & “On Course for College” Program:

Mt. Abram High School offers college classes through a variety of ways. Qualified junior and senior high school students may sign up for these classes. Rural U offers students college classes online for college credit and high school credit. Students may earn up to six college credits per semester. This can significantly reduce the cost of obtaining a postsecondary degree. High School students are also eligible to receive free tuition (at this time) for community college courses through the “On Course for College” Program. Dual enrollment classes are taught by teachers here at Mt. Abram for college credit and high school credit.

Protocol for MTA students taking courses through UMFK, UMF, and CMCC.

- For Rural University classes with UMFK that are offered and taught at Mt. Abram High School under the Dual Enrollment program, there will be no charge for the class or text book.
- For online courses through Rural University with UMFK, students/family will pay fifty percent of the charged tuition cost and all costs for required textbooks/materials.
- For a Maine Aspirations class at UMF, the student/family will pay fifty percent of the charged tuition cost and all costs for required textbooks/materials.
- For a Maine Aspirations class at CMCC, the student/family will pay fifty percent of the charged tuition cost and all costs for required textbooks/materials.
- All required paperwork and fees must be completed and paid within two (2) weeks from the start date of the class.

AP4All

AP4ALL provides online Advanced Placement (AP) courses free of charge to any student residing in a Maine school administrative unit who is educated at the public expense.

The program provides equity of access to rigorous and challenging coursework for all Maine public high school students regardless of where they live and the limits of resources available in their local school. Beginning in the 2017/2018 academic year, Maine DOE partnered with the University of Maine at Fort Kent (UMFK) to administer the AP4ALL program. A participant in the program since 2015 with their own Rural U program, UMFK has the resources needed to expand and improve the program’s quality and reach. Please check with the school counseling office regarding which AP courses will be offered through this program for the 2018-19 school year.

Internships:

Students may choose to engage in learning a skill beyond the offerings at MTA. Credits may be awarded for self-designed learning opportunities that are related to student’s interest and talents. Internships may be assisted by teachers or administration. Students are required to present a written plan to the principal for internship approval through an application process. Credits are awarded on the basis of the level of involvement students have in the self-designed internship. There are Education Internships available in our district schools K-12 as well as the community at large. Students are invited to talk about the opportunity of internships with their teachers, school counselor or the principal.

Pre-Apprenticeship Program.

MSAD 58 is currently working with at least one community business to set up a Pre-Apprenticeship program which would allow students to work and attain hours toward a full apprenticeship classification. The Pre-apprenticeship may or may not include paid wages, depending on the business site. More information will be forthcoming as the program is developed. Hopefully, applications will be available this spring (2018) for the program to start in the fall.

MT. ABRAM HIGH SCHOOL ACADEMIC REQUIREMENTS

Class Standing Credit Guidelines for the graduating classes of 2019 and 2020

<u>GRADE</u>	<u>REQUIREMENTS</u>
Freshmen (9th)	Successful completion of 8th grade
Sophomore (10th)	6 credits
Junior (11th)	12 credits
Senior (12th)	18 credits

The above listed credit guidelines are provided for students and parents to plan for a feasible path toward graduation through each year of high school for the graduating classes of 2019, and 2020. When students fall behind in credit accumulation, parents will be contacted to make them aware that their student is not currently on the suggested track for graduation. Students entering their fourth year of high school will not be eligible for senior status unless they have attained eighteen credits, **or have created a realistic plan for graduation approved by the principal.** If a student does not have eighteen credits by the end of their third year, they must meet with the school counselor for assistance in the creation of a plan and submit it to the principal for approval prior to the start of their senior year. Students who do not have eighteen credits or an approved plan will remain classified as Juniors.

AWARDING OF CREDIT: Credits at MTA are determined and awarded by the principal. This includes all independent studies, internships and courses.

ACADEMIC LOAD: Students must schedule a minimum of seven credit bearing courses per semester. Students taking AP courses may have a reduced academic load requirement upon approval of the Principal.

SCHEDULE CHANGES: There will be an Add/Drop Period at the beginning of the school year as well a prior to and at the start of the second semester when students will be allowed to request changes to their schedules.

Course Change Requests After the Add/Drop Period: Students requesting a course change **after the add/drop period** must first speak to the school counselor regarding their request to change. If the change does not involve moving to a different ability level or moving to a completely different course, the change may take place with teacher permission. If the change request involves changing ability level, moving to a completely different course, or dropping a class, please refer to the procedures available in the school counseling office from your counselor. Please note that students withdrawing from a class after a full quarter grade has been posted will receive a "WP" or "WF" on their transcript depending on whether or not they failed or passed the class for the quarter. Level changes for the same course will be noted simply as Withdrawn (W). Change requests initiated the week prior to the end of a quarter (not including finals week) will not be processed until after the grades have been closed for that particular ranking period.

INDEPENDENT STUDY: Independent study is primarily offered for enrichment or extension of the existing academic program. Students may work on an individual basis with a teacher. The independent study plan must receive initial approval of the teacher, as well as approval by the parents/guardians, school counselor, and the principal. Students must demonstrate the motivation and commitment to individual or self-paced instruction to qualify for independent study. The principal will determine credit.

Additional Methods of Earning Credit

Students may earn credit towards graduation through approved courses of study that may include accredited college or university courses, state-approved adult education, approved correspondence courses, approved summer school, additional online courses, and Upward Bound. **Depending on the course, parents/guardians may be responsible for tuition, books and fees for the class.

All additional courses of study must be approved in advance by the principal and be carried out under the principal's general supervision. Students choosing other methods for earning credit are expected to follow all guidelines and timelines for regular course selection and course add/drop requirements.

NCAA ELIGIBILITY GUIDELINES: If you plan to play a college sport(s) at a Division I or II college upon graduation, be aware of the eligibility requirements (core credits) that must be earned over the four years at MTA. See your school counselor and the Athletic Director to find out more specifics on eligibility requirements.

HONOR ROLL ELIGIBILITY: *(In order to receive Honor Roll distinction, all Incompletes must be made up within two weeks after report cards are distributed.)*

<i>Honors</i>	<i>Requirements</i>
High Honors	93 or above in all academic subjects
Honors	85 or above in all academic subjects
Honorable Mention	85 or above in four academic subjects and 74 or above in all other subjects.

For students doing **Internships** and **students with classes every other day**, they must have **85 or above in three academic subjects** in order for Honor Roll eligibility.

* A minimum of 3.0 (three point zero) academic credits per semester are required for Honor Roll eligibility. Please note that Homeschooling courses **do not** count toward Honor Roll or Senior Honors.

SENIOR CLASS RANK AND HONORS CORD GRADUATION AWARDS:

(Graduating classes of 2019 and 2020). Graduating seniors ranked in the top ten of their class will be recognized at graduation. Qualification for this recognition will occur at the end of the first semester of the senior year. Students who graduate early in January and are ranked in the top ten of their class at midyear will be recognized at graduation, but will not displace any student ranked in the top ten at the end of end of the year. Students who attain a place in the top ten at the final grading period of the year shall also be recognized at graduation, but will not displace students who previously qualified.

Valedictorian and Salutatorian (numbers one and two in the class) shall be determined by the final, end of year grading period. Honors cord awards will be given to those students who have attained a GPA of 93 or above at the end of the year, and will also be recognized at graduation. In order to be eligible for honors or awards based wholly or in part on academic achievement (e.g., valedictorian, salutatorian, "Top Ten" and cord awards), a student must have been enrolled full time at Mt. Abram High School during the year preceding graduation.

- ★ Top Ten ranked seniors are determined at **7 semesters**.
- ★ Valedictorian and Salutatorian are chosen based on **8 semesters**.
- ★ Honors Cord awards are given based on **8 semesters**.

Mt. Abram High School seniors are recognized as graduating with honors for their years of high school according to the following guidelines:

Senior Honors	Requirements
Summa Cum Laude – Braided Blue & Gold Cord	GPA of 97-100
Magna Cum Laude – Double Gold Cord	GPA of 95-96
Cum Laude – Single Gold Cord	GPA of 93-94
All Senior Honors will be determined prior to graduation	

CLASS RANK/GPA: The grade point average is unweighted, and is determined by averaging grades in all subjects with the exception of pass/fail courses. Class rank, however, is a weighted calculation, with AP courses weighted at 1.06%, and Honors courses weighted at 1.05%. ** All college level courses are weighted as Honors level classes.

Grade Scale:

A 96 - 100	B+ 91 - 92	C+ 82 - 84	D+ 71 - 73	F 0 - 59
A- 93 - 95	B 87 - 90	C 77 - 81	D 65 - 70	
	B- 85 - 86	C- 74 - 76	D- 60 - 64	

REPORT CARDS

Mt. Abram issues report cards four times a year. Student achievement is measured by numerical grades as indicated below:

Numerical Grades	Letter Grades	Measurements
Superior		
100-93	A	Superior
92-85	B	Above average
84-74	C	Average
73-60	D	Below average
Below 60	F	Failure: no credit

Tentative grading system for graduating classes of 2021 and beyond. (DRAFT CHART AS OF 4/26/17)

Score	Description	For an overall course grade on a report card:	On a classroom assignment this means:
4	Exceeds Standard	Work has consistently exceeded the standard in each and every course standard assessed. <i>At the end of the semester, student meets the standards required.</i>	Work goes above and beyond course standards in quality and rigor. All the criteria for Exceeds the Standard are demonstrated. <i>This is the highest possible grade.</i>
3	Meets the Standard	Has met (earned a 3) on each and every one of the course standards assessed. <i>At the end of the semester, student meets the standards required.</i>	Work meets the standard being assessed. All the criteria is demonstrated in the work. <i>This is a passing grade.</i>

2	Approaching the Standards	Has met majority of standards assessed. Has partially met one or more. <i>This grade does not meet the standards required.</i>	Work demonstrates an attempt to meet the standard but needs more time to achieve competency. <i>This is not a passing grade.</i>
1	Does Not Meet the Standard	Has not met majority of standards assessed. <i>This is not a passing grade and does not meet the standards required.</i>	Work does not demonstrate progress towards meeting the standard. <i>This is not a passing grade.</i>

Codes	Measurements
Incomplete (I)	Incompletes are given in lieu of a letter grade in a class when a student has not completed the required course work. To recover credit, the student will work with his/her classroom teacher to meet the course requirements. Incompletes should be made up within 2 weeks of the grading period. Exceptions to the 2 week deadline must have prior approval from the principal. No incompletes will be given during the 4th quarter.
Withdrawn (W)	Withdrawn from subject
No Credit (NC)	No Credit
P =	Pass
F =	Fail
AUD =	Audit

HABITS OF WORK (HOW)

Quality habits of work are an essential part of a student's success at Mt. Abram High School. Students receive a separate HOW grade in each course. It is valuable for students to have quality Habits of Work because it correlates with successful academic achievement and learning. Habits of Work assess **how** you interact with others, **how** you approach learning challenges, and **how** you participate in class. **Habits of Work are regularly assessed in each course and each quarter using the scale 1-4. A 1 is not meeting the HOW components, a 2 is meeting partial or inconsistently meeting HOW components, a 3 is meeting all how components consistently, and a 4 is exceeding the HOW components consistently.**

To Earn a HOW of 3, Do the Big 3.

Students must consistently (80% or more of the time):

- 1) Complete homework.
- 2) Meet deadlines.
- 3) Participate effectively in class (includes regular, on time attendance).

How do you earn a 4 in HOW? Do the Big 3 all the time.

MT. ABRAM HIGH SCHOOL COURSE OVERVIEWS

Required Graduation standards for Math, Science ELA and Social Studies are listed at the end of this Course of Studies document.

COMPUTER TECHNOLOGY

<u>706</u> Digital Editing (1st semester)	Grades 9, 10, 11, 12 0.50 credit
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This course will introduce students to digital editing using Adobe Photoshop software to successfully develop photo editing and graphic design skills while working in a project-oriented environment using real-world models. Students will learn how to create and manipulate images, and will be introduced to the creation of simple animations using advanced Photoshop techniques.

<u>707</u> Advanced Digital Editing (2nd semester)	Grades 9, 10, 11, 12 0.50 credit
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This course is designed to extend Photoshop skills. Students will enhance their editing skills, creating more complex graphics and animations having extended time in a project-oriented environment, and will be introduced to the incorporation of these graphics & animations to fulfill realworld graphics needs (signs, flyers, banners, and basic websites).

PREREQUISITE: successful completion of Digital Editing.

<u>722</u> 2D Animation (2nd semester)	Grades 9, 10, 11, 12 0.50 credit
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This course will introduce students to the digital creation of simple animations using Adobe Flash software for more complex rich media and interactive animations using timelines, key-frames, guides, sound, and much more - all intended to provide web design solutions to solve specific communication challenges that only fun animations can provide to a website.

<u>84</u> Yearbook	Grades 10, 11, 12 1 credit
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The 2018-2019 ROADRUNNER yearbook will be created by students using MacBooks and online publishing software. This course will include how to take quality photographs, edit photographs, sell yearbooks, sell business ads, design and create double-page layouts, and other related tasks as needed in order to publish Mt. Abram's yearbook.

Please note that this course will count for 1 computer credit.

<u>730</u> Computer Programming I (1st semester)	Grades 10, 11, 12 0.50 credit
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Computer Programming 1 and 2 is a study in learning the basics of computer programming or coding. Students will have the opportunity in Computer Programming 1 to work through a structured curriculum introducing them to the foundations of computer programming. Topics will include drawing, colors, variables, animation, functions, logic, and more. Students will have the opportunity to apply their own creativity to the computer world.

731 Computer Programming II (2nd semester)	Grades 10, 11, 12 0.50 credit
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Computer Programming 2 will be an extension of what student have learned in Computer Programming 1. Students will be able to pick a specific area of interest such as jQuery, JavaScript, PHP, Python, or Ruby and learn the syntax of that language and create new programs and games.

PREREQUISITE: Successful completion of Computer Programming 1.

ENGLISH

English I, II and III are English courses for freshmen (1st year), sophomores (2nd year), and juniors (3rd year) that are designed to provide students with a solid foundation in reading, writing and speaking skills, as well as to introduce them to the many and varied aspects of literature study. English III is designed to provide seniors (4th year) with a choice of specific courses that may cultivate any interests created in earlier years, and requires one semester of a reading-centered course, in addition to one semester of a writing-centered course. Each year of English is intended to address one essential question, which builds from personal to community-oriented points of view; this is accomplished through introducing different styles of reading and relating to texts, focusing on distinctive genres of texts, and assessing students' achievement in increasingly complex ways.

28A CP English I	Grade 9 1 credit
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Students in English I will gain an understanding of the structures of the English language and applications of these structures, including, but not limited to, the effect of figurative language devices. The course involves a study of the essay writing process and literacy strategies aimed to deepen an understanding and analysis of text. Students will read and discuss literature selected from a variety of genres including short stories, plays, poems, novels, and various works of nonfiction. They will learn to read independently and with a purpose, and finally, they will explore how literature examines the human experience and will make connections between their own lives and characters, events, and circumstances represented in selected pieces.

39A CP English II	Grade 10 1 credit
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Students in English II will continue students language arts studies by building on their skills in the foundational areas of reading, writing, and speaking. They will also be extending their exploration from the personal to the more community-minded. As a result, students will learn the basics of analysis in units of thematic literature including multiple genre personal choice reading projects; media and advertising units; as well as being introduced to literary criticism. Students will be expected to apply their understanding of these concepts to a variety of contemporary and classic cultural media, films, novels, poems, and short stories. Students will also work on crafting effective short stories, thesis-driven persuasive essays, research writing, and analytical essays. Emphasis will be placed on the writing process and peer revision, in order to improve organization and support, while avoiding plagiarism.

18 CP English III	Grade 11 1 credit
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This course is designed for juniors (third year) to further explore and deepen their understanding of reading, writing and critical thinking. Text selections are used to explore themes across an array of genres and time periods. Oral and written responses will be used to elicit critical thinking and analysis of texts. Responses will be both formal and informal, and will utilize the writing process to build critical thinking and writing skills. Concepts such as the effect of literary devices will be introduced to help the

student interpret and understand complex ideas presented in texts. Students will continue to develop writing through a variety of guided practice.

ENGLISH III SELECTIONS (5 options):

LITME18 Literature, Media and Social Change	Grade 11 1 credit
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Prerequisites: ELA I and II or permission from instructor with prior year’s teacher recommendation. Through a focus on cultural memory, literature and social change, this course explores the link between remembering the past and changing the future. We will discuss a range of texts considering how writing, and other communication modes, contribute to the formation of communities, to being agents of social change, and to how media and literature both frame and challenge the conversation around social issues. Some essential questions explored are: What is the role of literature in social change? How can cultural representations influence real political struggles? Some focus will be on contemporary media practices and the changing face of the current media environment. This course will make cross curricular connections with Social Studies Content. It will include traditional reading and writing strategies as well as incorporate a “Real World Awareness” project that the students are guided in designing.

Course Objectives and Standards to be Met: *Making Meaning: Students use critical thinking and reading strategies to make meaning of texts and other media. Students regularly: make connections, ask questions, infer, summarize, compare and contrast.*

WOMLIT18 Literature By and About Women -Truth in Women’s Literature; “Ain’t I a Woman?”	Grade 11 1 Credit
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English III Option -Teacher - Mrs. Raley-Masterman

Part of the title of this course comes from a speech delivered in 1851, by Sojourner Truth, at a women’s convention in Ohio. Although these words were spoken so long ago, we find that issues about gender still permeate society today. The title of the course might suggest to you that it is for women, it most certainly is not! Any student entering eleventh grade is welcome and it meets the English III common core standards.

This course is designed to introduce students to representative works by and about women from historical, social, and literary perspectives as it seeks to inform you about, and allow you to explore, gendered identities. You will learn how gender roles develop and change and how women’s views of themselves are reflected in their writing. You will read different literary forms, as well as view various media through the gender lens. You will become able to identify symbols, motifs, and themes as you learn historical and cultural information to help increase your understanding and appreciation of the works. By the end of the course, you should be able to demonstrate knowledge of the texts, the authors and the literary and social movements that produced them, and analyze the elements of those texts, such as symbols, themes, and points of view. Furthermore, you will demonstrate your understanding in the creation of essays, artworks and projects. Required assignments (subject to some change), must demonstrate that the student meets the English 11 common core standards. Students must complete to competency at least two essays, at least one oral presentation and two alternative assessments.

Prerequisites: You will need critical reading and writing skills to successfully complete this course, hence you must have completed English 9 and 10 or their equivalents.

MODLIT18 Oh My! Science Fiction, Fantasy, Horror, Mystery, and Suspense- Modern & Classic Literature	Grade 11 1 Credit
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English III Option -Teacher - Ms. Schuman

This course will concentrate on surveying the genres of science fiction, fantasy, horror, mystery, and suspense. We will comment on the world around the stories, trying to explain the motivation of the authors. We will write essays and scripts, as well as discuss short stories, novels, movies, documentaries, and TV shows in class. Students will read and analyze modern and classic novels, plays, and short stories. Plus, students will create projects using the elements of suspense addressing the ELA CCSS. The significant questions we will explore include: Who is this thing called man? What motivates his behaviors? What are the effects of his actions in each genre?

ENG100 Rural U / Dual Enrollment - English 100 Composition I Fall ENG101 Rural U / Dual Enrollment - English 101 Composition II Spring	Grade 11, 12 1 credit per course (UMFK 3 credits per course)
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English 100 Course Description:

Students will review the main principles and procedures for drafting, revising, and editing. Students will develop the ability to critically read, understand, and write clear, concise, and unified expositions. Methods of instruction include lecturing, leading class discussions, conducting writing workshops, and conferencing.

Course Objective: The primary focus of English 100 is to help students acquire the writing skills needed to succeed in an academic environment and beyond.

Transferable skills will include:

- Reading and writing with critical perspective, exploring author’s purpose and audience awareness, and presenting original ideas orally and in writing
- Drafting, revising, and presenting well-crafted, fully developed papers: informative, narrative, critical summaries, rhetorical analysis, synthesis argument, annotated bibliography, etc.

Students must receive a “C” or better for semester on UMFK’s grading scale to receive college credit for this course.

English 101 Course Description:

Prerequisite: Student earned a “C” or better in English 100.

Students will review the skills attained from English 100 and continue to develop critical reading and writing strategies. Students will develop sound argumentation and research skills utilizing MLA documentation principles.

Transferable skills include:

- Reading with analytical purpose, exploring author’s bias, and learning argumentative techniques
- Presenting original debate, Toulmin model, Rogerian model, Aristotle model, persuasive, and satire arguments orally and in writing

Students must receive a “C” or better for semester on UMFK’s grading scale to receive college credit for this course. (Adapted from UMFK Course Descriptions).

966 Honors English	Grade 9, 10, 11, 12 1 credit
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How To Think Like an Intellectual: Mastering the Arts of Literary Analysis, Critical Thinking and Expository Writing through Psychological and Socio-Cultural Observation

Honors English -Teacher - Ms Ferris

Money/Sex/Love/Success and Fear/Shame/Guilt/Dysfunction: In this Honors level English class, we will psychologically examine literary characters who find themselves moving against the current of popular culture in their efforts to not only survive, but thrive. As they endeavor to *find themselves*, they must negotiate and challenge the accepted, socio-cultural norms within which their lives feel bound. In exploring their struggle, analyzing their pasts, and hypothesizing about their futures; we will discover what they are willing to sacrifice to reach their ultimate positive or destructive goals.

As we pursue literature through the lenses of the social sciences, students will practice critical thinking skills, engage in literary analysis (employing devices such as symbolism, foreshadowing, thematics, tone and motif), and write expository pieces that reveal our multidisciplinary findings.

By the end of the course, students will be wise(r) observers of human behavior and the socio-cultural influences that may shape or affect it, as well as skilled critical thinkers, deft literary analysts, and experienced expository writers, sporting an expanded vocabulary and perspective. In brief, they will have the tools of intellectual discourse, and the college-ready ability to, "Think like an intellectual."

757 Public Speaking	Grades 9, 10, 11, 12 0.50 credit
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Students are introduced to public speaking. They will study public speaking occasions and develop skills as fair and critical listeners, or consumers, of spoken information and persuasion. Students will study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. They study how to incorporate well-designed visual and multimedia aids in presentations. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety. Students will have the opportunity to be a participant in the Lion's Club Speak Out Competition.

THRART1 Theatre Arts (Fine Arts or English Credit)	Grades 9, 10, 11, 12 1 credit
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Theatre arts is designed to provide students with a project based, "hands on" interactive small group, and workshop venue for learning the history of theatre, drama, and stagecraft. Students will prepare and participate in presentations, scripting, acting, and public performances. The class will read classic and modern plays. Students will be able to craft a script, perform for various audiences, film performances, direct, block, and edit scripts. Students will learn various forms of acting, lighting techniques, specific terminology, costume & makeup, set building and stage management.

MTA ELA Graduations standards are included in this class.

PBLEARN Project-Based Learning - Finding Your Pathway	Grades 10, 11, 12 0.50 credit
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Prerequisites - Freshman year Seminar and Recommendation from Seminar Advisor. Ability to work independently (with guided facilitation) is a must.

This course is designed to enable participants to understand the components of Project-Based Learning (PBL) and to create and implement PBL projects that apply to standards in the classrooms. Students will identify projects that they wish to complete and match each component of the project process to cross-curricular standards goals. Projects will be based on student interest and subject specific teachers will be consulted throughout the process. Projects can be product based like choreographing dances,

writing scripts, and directing short films, or process based like designing and implementing letter writing campaigns, creating a new program or club, and designing various programs for improvement of the community or issues involving larger social justice... the possibilities are endless!!

Course Standards to be Met: Standards will be cross curricular and determined by the project.

However, the course itself will meet the guiding principle requirements for creative thinkers and practical problem solvers among others.

CP ENGLISH IV SELECTIONS

In the culminating year of English, the thematic focus (essential question) is on “analysis, interpretations and reflections of the systems of self, other, society and culture.” As in previous years, all sections of English IIII will be uniformly built around the expectation of increased expertise in the areas of college preparatory reading and critical writing, wherein the abstractions of argument, analysis and discussion will be particularly stressed. At this most advanced level, students are expected to use their cumulative knowledge of grammar and mechanics, devices of literary analysis, research, and writing for a variety of purposes; as they move toward more complex abilities in the language arts. With a special emphasis on the higher-level skills of analysis, synthesis, and evaluation that are required to grapple with complex ideas, elective courses (all subdivisions of English IIII) will be offered in both reading and writing. Students are required to select one subdivision of the three offered to meet the reading standard, and one of the three offered to meet the writing standard in order to fulfill the English IV requirement.

<u>019 AP Literature and Composition</u>	Grade 12 1 credit
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Advanced Placement (AP) Literature and Composition is an intensive class which consists of critical reading, expository writing, and a growing understanding of the thematic and historical organization of American and world literature. This seminar-styled, inquiry-based class emphasizes critical thinking skills as students develop their abilities to analyze the themes and literary techniques found in major works. Assessment and grading is largely based on the AP test format and grading scale. Students will be prepared to take the Advanced Placement Exam given in May. Exams are graded on a 1-5 point scale; students who earn a 3, 4 or 5 may be offered college credit.

Please note that students will have the opportunity to take the year end AP test and may need to pay for the test.

WRITING STANDARD CHOICES (1st Semester):

<u>24 CP English IV: Essay Writing (1st semester)</u>	Grade 12 0.50 credit
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This course will assume a workshop approach to the writing process. Students will write various types of essays including the narrative, descriptive, expository, and persuasive; and will critique each other’s work in a non-judgmental, round-table format. Particular attention will be paid to recognizing the elements of "good writing" and the development of "style" as students experiment with various literary techniques. Ultimately, students may produce a literary portfolio featuring their best works.

<u>083 CP English IV: Creative Writing (1st semester)</u>	Grade 12 0.50 credit
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This course will assume a workshop approach to the writing process in the creative mode. Students will experiment with various forms of poetry and lyrics including the sonnet, haiku, sestina and villanelle as they study the historic origin and impact of repetition, rhythm and rhyme. Particular attention will be paid to recognizing the elements of "good writing" and the development of "style" as students experiment with various literary devices and techniques. Ultimately, students may produce a literary portfolio featuring their best works.

READING STANDARD CHOICES (2nd Semester):

<u>012 CP English IV Reading: Analyzing Literature and Film (2nd semester)</u>	Grade 12 0.50 credit
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This multimedia class studies the connection between literature and film. Focused topics include how a work of literature fits into the larger social, philosophical, or moral concern; how a film challenges or compromises the values of society; and how the same story changes when presented in different media. Technical elements of each media are discussed as students learn both the common and unique techniques of each form. At the semester's end, students will be able to critique both literature and film effectively, as well as compare and contrast works within these media.

<u>013 CP English IV Introduction to Ethical Philosophy (2nd semester)</u>	Grade 12 0.50 credit
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In this introductory philosophy and ethics class, students will study the works of leading thinkers including Pericles, Socrates, Plato, Aristotle, Hobbes, Kant, Mill, Marx and Sartre. With a knowledge of the basic foundations of ethics, and having considered six seminal philosophic questions, students will explore issues of ethical controversy including capital punishment, abortion, euthanasia, pornography, polygamy, gun control, genetic engineering, and affirmative action, to name a few. Philosophical dialogue will be encouraged as students develop, voice, and write about their own evolving philosophies.

FINE ARTS & FINE ARTS ELECTIVES

May include art, music, forensics or drama to meet the graduation requirement.

<u>527 Introduction to Fine Arts</u>	Grades 9, 10, 11, 12 0.50 credit
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In this class students will learn about how the arts have been used by other cultures and in other periods of history as a way to communicate, and how to use their own art to communicate personal ideas and feelings. Students will have the opportunity to create works in the major art forms and will learn about the creative process, including problem solving, self-reflection, revision and self-evaluation. The elements of visual art, music, dance and drama will be practiced and applied in the creation of these works. Students will also learn to objectively analyze examples of the different art forms, and to develop their own criteria for evaluating the arts. These activities will provide students with the experience necessary to choose more courses in their personal areas of interest. The creation of works of art will be supplemented by demonstrations, research activities, and critiques. These lessons will strengthen the basic skills that students need to pursue upper level arts courses. **For incoming students with the class of 2022, this course will be a prerequisite for taking any other art classes.**

<u>512 World Arts</u>	Grades 9, 10, 11, 12 1 credit
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This is a studio art class in which the students will have the opportunity to create works of art in many of the media traditionally used by different ethnic cultures, such as jewelry making, pottery, weaving, mask making, block printing, and carving. Students will study ethnic cultures from the major regions of the world including Asia, Africa, North America, and Persia. Hands-on work will be completed by demonstrations, research activities, critiques, and presentations. Each unit will end with a celebration of the culture including an exploration of traditional foods.

<u>573 2-Dimensional Art: Drawing (1st semester)</u>	Grades 9, 10, 11, 12 0.50 credit
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This class will concentrate on 2-D forms of drawing. Students will improve their drawing skills through exploring a variety of subjects including landscapes, still life drawings, and figure and portrait work from live models. Students will study a variety of artists and styles.

574 2-Dimensional Art: Painting (2nd semester)	Grades 9, 10, 11, 12 0.50 credit
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This class will cover basic painting techniques using acrylic paints. Students will work on color design projects as well as finished compositions. Subjects include still life, portrait, figure and landscape work. Students will study a variety of artists and styles.

585 2-Dimensional Art: Printmaking	Grades 9, 10, 11, 12 0.50 credit
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Students in this class will learn the techniques of a variety of types of printmaking, including silk-screen printing (such as printing on t-shirts), block printing, collagraphs, and monoprints. Students will study a variety of artists and styles.

584 2-Dimensional Art: Photography	Grades 10, 11, 12 1 credit
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This is a studio art class in which students will learn to use a variety of equipment to produce photographs and videos. Students will learn how to take still pictures with digital and 35mm film cameras and how to shoot video footage and use computers to edit movies. Students will learn how a camera works by constructing a pinhole camera and creating prints from it. The darkroom will be used to develop 35mm film and prints. The IPhoto and IMovie programs included in the student computers will be explored in depth. Cameras will be available for class use; students may also use their own equipment. **Must have permission of the instructor.**

513 3-Dimensional Art: Sculpture	Grades 9, 10, 11, 12 0.50 credit
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This is a one-semester art course. It is designed as an exploration of sculpture through various mediums, possibly including clay, plaster, paper, wood, stone, metal, and fiber. Historical and contemporary sculptors will be studied.

586 3-Dimensional Art: Pottery	Grades 9, 10, 11, 12 0.50 credit
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This class is a semester-long art course. It is designed as an exploration of clay as a 3-dimensional art form. Both functional and nonfunctional work will be created through hand-building and wheel throwing. Students will study a variety of clay artists and their work. Portfolios of ideas, work, and progress will be kept. **Fees may be necessary for more advanced work and/or larger projects.**

587 3-Dimensional Art: Creative Metals	Grades 9, 10, 11, 12 0.50 credit
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This is a semester-long art course. It is designed to focus on problem solving and visual communication of combined ideas through metalworking and art. Students will create small three dimensional metal projects including sculptural and jewelry items. Students can explore both traditional metalsmithing techniques such as cutting, soldering, setting stones, wire forming, etc. as well as the newer metal material called Precious Metal Clay, which uses a clay-like material to shape, mold, and model objects which are then fired and become solid metal (either silver, bronze or copper, depending which form you choose). **Fees may be necessary for more advanced work and/or larger projects.**

575 3-Dimensional Art: Creative Glass	Grades 9, 10, 11, 12 0.50 credit
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This is a semester-long art course. Students will create glass beads (lampwork) with a torch and propane gas. They use their glasswork to assemble jewelry pieces, mini sculptures, and/or wall art. Students will cut, assemble, and fuse/slump glass to create jewelry, wall art, and functional glasswork. Students will develop critical thinking skills through problem solving and reflection. Students will keep a portfolio of photos and information about their work, ideas, progress, and techniques. **Fees may be necessary for advanced work and/or larger projects.**

510 Portfolio Development	Grades 9, 10, 11, 12 0.50 credit
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Advanced level students may take an independent study in art to pursue areas of interest with the goal of producing work for a portfolio. Students who are interested in enrolling for this class must submit to the instructor a written plan which states the media to be studied and anticipated projects to be completed. Students must also follow school procedure for application for an independent study. Work must be submitted weekly to get credit for this course. **PREREQUISITE: Permission of the instructor.**

576 Dance, Movement & Improvisation	Grades 9, 10, 11, 12 0.50 credit
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This is a multi-level dance class for students who wish to be introduced to beginner dance skills or gain more practice time and refinement instruction for dance skills previously learned. Students will become acquainted with the elements of dance, choreography and creative movement. Students will be able to work in groups and independently to explore and create their own dances in a variety of styles. Choreographic phrases and non-verbal self-expression through improvisation will also be explored. All students have the opportunity to learn a popular dance (in the past it has been "Thriller") which **may** be presented in a public performance. Advanced dancers will have the opportunity to choreograph their own group pieces. **This course may be counted as either Fine Arts or PE.**

503 Strings	Grades 9, 10, 11, 12 0.50 credit
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In this course class activities will emphasize the development of instrumental technique, tone production, tuning, fundamentals of music theory, music reading, and music listening skills. Students are encouraged to participate in outside auditions.

(TBD) High School Orchestra	Grades 9, 10, 11, 12 1 credit
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Instruments taught in this class include bowed string instruments (violin, viola, cello, and string bass). This course is designed in a flexible manner to both further students' skills for those who have played string instruments in the past, and to teach beginning skills to those students who have never played before. Instruments owned by the school are available for use by students, but they are of a limited number. Therefore, it might be necessary for students to rent an instrument for this class, and this process will be facilitated by the teacher. Ensembles created from the makeup of the class will explore varied styles of music and technical exercises. In addition, a study of music theory will be undertaken using a published workbook and assigned activities.

MATHEMATICS

The Mathematics Department at Mt. Abram High School offers a rigorous variety of courses, designed to give all students the opportunity to succeed in college, provide students with the mathematics they need to be successful in their chosen career, and to allow all students to meet the content standards.

The typical sequence of courses would be Algebra 1, Geometry, Algebra 2, and Pre-Calculus. Some variations in this are possible. For example, there is currently an alternative math course, Accuplacer Exam Prep Course, which will prepare students who are planning to attend one of Maine's Community Colleges to prepare for the Accuplacer Exam. Students who wish to take Calculus their senior year but are not on sequence to do so have the option of "doubling up" on math during their sophomore year with teacher and/or principal approval– they are allowed to take both Geometry and Algebra 2 simultaneously. Students who have a high interest in mathematics are strongly encouraged to take the Honors Algebra 2 in order to gain a deeper background in mathematics.

Although graduation requirements specify 3 credits of mathematics, it is the expectation that students will need to take 4 years of mathematics in order to meet the requirements of the content standards. **Please note that every student is strongly encouraged to take math his or her junior (3rd) year.** This is in place in order to insure that every student can perform to the best of his/her ability on the SAT.

Continuing for the second year, our Mathematics department is offering two Dual Enrollment courses, College Calculus I and College Statistics. These courses are open to Juniors and Seniors only. These courses allow the opportunity to earn college credit through the Rural U / Dual Enrollment Program.

MATHEMATICS COURSES

<u>183</u> Algebra Readiness	Grade 9 1 credit
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This course is designed to prepare students for the Algebra 1 course. Students enrolled in this course should expect to focus on many of the conceptual ideas in arithmetic, including fractions, percents, signed numbers, and decimals. In addition, a focus on discovering patterns in mathematics will also be included, as well as the initial ideas of representing numbers with letters.

<u>112A</u> CP Algebra I	Grades 9, 10 1 credit
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This course is the first course in the high school math curriculum. It includes an introduction to statistics and probability using the graphing calculator, and then, using real-life examples, begins to introduce the ideas of algebraic equations and graphs of lines. The ideas of statistics and straight lines are brought together in a discussion on linear regression and graphical estimation. Solving systems of equations by a variety of methods is introduced, and the conceptual understanding of a function is provided. **A scientific calculator is REQUIRED for work outside the classroom. Students are responsible for providing a calculator.**

<u>117A</u> CP Geometry	Grades 9, 10, 11, 12 1 credit
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This course presents the basics of plane geometry, including perimeter and area of polygons and circles. The concept of similarity is a significant portion of what is studied, and is used to determine area and volumes of scaled figures. Triangle congruence theorems are developed, and the course concludes with an introduction to Right Triangle trigonometry. Real-world applications are stressed to make the material relevant. **A scientific calculator is REQUIRED for work outside the classroom. Students are responsible for providing a calculator.**

<u>117H</u> Honors Geometry	Grades 9, 10, 11, 12 1 credit
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This course covers all of the topics in the Geometry course (at a faster pace) and also includes several more in-depth topics. **A scientific calculator is REQUIRED for work outside the classroom. Students are responsible for providing a calculator. **Prerequisite is a "B" or better in Algebra I.**

118A CP Algebra II	Grades 9,10, 11, 12 1 credit
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This course will begin with a quick overview of the concept of functions, reviewing the basics of linear algebra. The course then moves into a study of nonlinear functions, specifically quadratic equations. Following a review and extension of trigonometric concepts introduced in Geometry, the course then goes into depth on solving systems of equations from numerous perspectives, including graphical, algebraic, and with matrices. As time permits, the course will conclude with a more in-depth look at quadratics and a basic introduction to Complex Numbers. **A graphing calculator (TI-83, TI-83+, TI-84, or TI-84+) is RECOMMENDED for work outside the classroom. Students are responsible for providing a calculator.**

081 Honors Algebra II	Grades 9,10, 11, 12 1 credit
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This course covers all of the topics in the Algebra 2 course (at a faster pace) and also includes several more in-depth topics. These topics may include circles and parametric equations, 3-Dimensional Coordinates, geometry, matrix transformations and an introduction to Exponential and Logarithmic Functions. **A graphing calculator (TI-83, TI-83+, TI-84, or TI-84+) is RECOMMENDED for work outside the classroom. Students are responsible for providing a calculator.** PREREQUISITE: A grade of "B" or better in Geometry.

122 Pre-Calculus	Grades 11, 12 1 credit
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This is the fourth year college preparatory course for students who have successfully completed Algebra 2. The course will begin with an in depth review of functions, and look at quadratic functions as well as other polynomial functions, inverse functions, reciprocal functions, exponential and logarithmic functions, and trigonometric functions. **A graphing calculator (TI-83, TI-83+, TI-84, or TI-84+) is REQUIRED for work outside the classroom. Students are responsible for providing calculator.** PREREQUISITES: Algebra II, Geometry

MAT123 Rural U / Dual Enrollment College Calculus I	Grade 12 1 credit (UMFK 4 credits)
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This is a year-long, rigorous, college level calculus course. The course will begin with the definition of a limit. Properties and applications of limits will be investigated. The concept of a derivative will then be explored next, first with the derivative at a single point, then with the derivative function. Several applications of derivatives will be investigated, including optimization, approximations and in related rates. Integral calculus will be then explored in the same manner. Chapters one through six will be covered, as well as selected topics from chapter seven.

This is a college-level course that is offered in multiple formats.

1. Students will take the course through the University of Maine at Fort Kent's dual enrollment program, and upon successful completion of the course, will earn college credit from UMFK.
2. Students are eligible to sit for the AP exam in May.

191 Accuplacer Exam Prep Course	Grades 11, 12 1 credit
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This course is designed to better prepare students for the Accuplacer exam, used by many colleges and universities for placement in first year math courses. The course emphasizes both arithmetic and algebra skills, and will work on the specific areas where students have weak skills. The first semester will primarily be focused on arithmetic while the second semester will focus on the elementary algebra skills needed for the Accuplacer, and a review of geometry. Accuplacer will be administered in the fall and the spring.

MAT351 Rural U / Dual Enrollment College Statistics	Grades 11, 12 1 credit (UMFK 3 credits)
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This is a year-long, rigorous, college level, statistics course demanding a considerable amount of time outside the classroom. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- *Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

There will be a number of reading and writing assignments on these topics. Students will be prepared to take the Advanced Placement Exam given in May. Exams are graded on a 1-5 point scale; students who earn a 4 or 5 may be offered college credit.

Please note that students will have the opportunity to take the year end AP test and may need to pay for the test. *graphing calculator (TI-83, TI 83+, TI 84, TI84+)* is REQUIRED. Students are responsible for providing the calculator.

This is a college-level course that is offered in multiple formats.

1. Students will take the course through the University of Maine at Fort Kent's dual enrollment program, and upon successful completion of the course, will earn college credit from UMFK.
2. Students are eligible to sit for the AP exam in May.

PHYSICAL EDUCATION

Physical Education for grades 9 (1st year) - 12 (4th year) is designed to develop and refine gross and fine motor skills, to encourage physical fitness, and to provide activities for social and emotional development. Students are provided with numerous and varied team and individual activities.

With pre-approval by the principal, Physical Education credit may be earned by participation in interscholastic athletics.

PHYSICAL EDUCATION ACTIVITIES

Aerobics	Floor Hockey	Soccer
Archery	Golf	Softball
Badminton	Horseshoes	Snowshoeing
Circuit Training	Physical Fitness Testing	Speedball
Conditioning	Pickleball	Strength Training
Cross-Country Skiing	Ping-Pong	Team Handball
Flag Football	Racquetball	Volleyball
		Weight Lifting

830 Physical Education	Grade 9 1 credit
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This is a **full-year freshman (1st year) class** required for all Freshman (1st Year). This class will include instruction in physical fitness, cooperative games, archery, weight training, volleyball, pickleball, badminton, ping-pong, team handball, ultimate frisbee, golf, lacrosse and soccer.

806 Personal Fitness	Grades 10, 11, 12 0.50 credit
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The personal fitness class is an upper level elective that allows the student the opportunity to learn through an intense, self-motivated workout program. The student, through use of the weight room, exercise machines, and other personal exercise equipment and routines is allowed the freedom to progress at their own pace using their own goals and workout program to succeed as they reach towards individual success. This class offers the student an in depth opportunity to participate and learn about an activity that is considered to be lifelong. An introduction to a nutritional component focusing on proper fitness will be explored. The class gives the student the ability to recognize aspects of participation that are available to all ages and genders and provides the basic skills and vocabulary to be successful throughout their lives.

814 Outdoor Activities	Grades 10, 11, 12 0.50 credit
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This class is designed for students who have an interest in spending time participating in recreational activities in the outdoors. Activities may include: fly fishing, archery, orienteering/map and compass, canoeing and kayaking, cross-country skiing and snowshoeing. The student may be asked to do presentations in outdoor pursuits.

807 Team Sports	Grades 10, 11, 12 0.50 credit
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The team sports of soccer, softball, basketball, football, and volleyball will be taught. Included in this class will be lessons on basic fundamental strategies used to play games. The students will have the opportunity to view skilled and unskilled participants, through various media, and break down the skills required to improve performance. They will also be required to give presentations on the sports in which they are participating.

829 Techniques of Coaching	Grades 11, 12 1 credit
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This class is designed for students who anticipate becoming a coach. The students will be participating in the American Sport Education Program Coaching Principles and Sports First Aid. The students will gain a national certification through ASEP upon successful completion of the course and a passing score on the final exams. There will be required volunteer hours with youth recreation or middle school athletic teams.

Lab fee: \$100.00

HEALTH

812 Health	Grades 10, 11, 12 0.50 credit
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Health is a required course, with units in mental health, substance use and abuse, family life, growth and development, personal health, prevention and control of disease, and decision-making.

SCIENCE

Science courses are designed to provide students with an understanding of a variety of experiences within the sciences including biological sciences, chemistry, anatomy & physiology, physics, and forensic science. These courses offer a variety of explorations through labs in various classes. It is important for students to select classes to fulfill their lab requirement. These classes are a laboratory course: Anatomy & Physiology, CP Biology, Exploration in Science, CP Physics, Forensic Science, Environmental Science, CP Chemistry, and Honors Chemistry.

254 Anatomy & Physiology	Grades 11, 12 1 credit
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Anatomy and Physiology is designed to introduce interested students to the structure and function of the human body. This class will explore the structure, function, development, and disease/aging processes of the major body systems. Students will participate in research, presentations, lab work including dissections and lectures. This course is recommended for any student interested in entering health-care or science related fields.

220 CP Biology	Grade 10 1 credit
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Curriculum includes taxonomy, the cell, ecology, evolution, genetics, and environmental science. The scientific method, experimental design, data collection and analysis, and scientific communication are embedded throughout the course. Students will participate in research, presentations, lab work, fieldwork and lectures.

<u>221</u> Honors Biology	Grade 10 1 credit
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Curriculum includes taxonomy, the cell, ecology, evolution, genetics, and environmental science. The scientific method, experimental design, data collection and analysis, and scientific communication are embedded throughout the course. Students will participate in research, presentations, lab work, fieldwork and lectures. This course covers all of the topics in the CP Biology course (at a faster pace) and also includes several more in-depth topics.

<u>224</u> CP Chemistry	Grades 11, 12 1 credit
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This course will provide study of all major topics and will include extensive work in the laboratory. Topics covered will include atomic theory, formula and equation writing, stoichiometry, chemical bonding, properties of gases and the gas laws, properties of liquids and solids, solutions and solubility, chemical equilibrium, chemical energy, chemical kinetics, acids and bases, oxidation-reduction reactions and organic chemistry. Opportunities for quantitative analysis will be provided in the laboratory. Students are required to provide a scientific calculator.

PREREQUISITE: Algebra I

<u>236</u> Honors Chemistry	Grades 11, 12 1 credit
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This advanced chemistry course will delve deeper into chemistry concepts; providing a background for challenging post secondary science disciplines such as: Engineering, Chemistry, and Medicine. This course will apply chemistry in a hands on and analytical manner and may include ongoing projects that last over a series of multiple weeks. This course is designed for students desiring a rigorous chemistry experience with an emphasis on the mathematical relationships between energy and chemical processes. **PREREQUISITE: Chemistry I and Instructor Permission.**

<u>200A</u> CP Exploration in Science	Grade 9 1 credit
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Exploration in Science is a survey course in physical science and earth science. The physical and earth science areas are closely aligned with the content standards. The Exploration in Science curriculum includes the structure of matter, energy, motion, the earth, the universe, inquiry and problem solving, scientific reasoning, communications, and implications of science and technology. Students regularly participate in teacher-generated lab activities in small groups to explore scientific inquiry through a hands-on approach.

<u>242</u> CP Physics	Grade 11, 12 1 credit
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Physics is an activity based physical science course. Students perform laboratory investigations that relate closely to the material being learned. Computer graphing programs in connection with probeware are utilized to provide more extensive analysis of data collected in class. Problem solving and math skills (algebra and geometry) are reinforced and applied both in the classroom and the laboratory. While the curriculum is aligned with the content standards, it often goes beyond the requirements to cover topics necessary for adequate preparation for a college course. Course topics include: mechanics, including kinematics and dynamics, other forms of electromagnetic radiation (including electricity and magnetism).

<u>231</u> Forensic Science	Grades 10, 11, 12 0.50 credit
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This course is designed to challenge students with topics such as fingerprinting, DNA analysis, blood typing and spattering, trajectories (for ballistics as well as blood spattering), and chemical analysis of drugs, poisons, and trace evidence, and the dynamics of physics. Students will be learning elements of forensics in a variety of ways. Students will have opportunities to do many diverse CSI labs as well as work on the writing aspect of crime scene investigations. There will also be a heavy emphasis on the role of DNA and Biotechnology in crime scene investigations. At the completion of this course students will demonstrate all of their acquired knowledge to solve a simulated crime scene as a final assessment.

633 Environmental Science	Grades 10, 11, 12 0.50 credit
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This is a hands on applied science course that investigates the scientific aspects of the impacts modern society has upon the natural environmental systems of the earth. The course will mix fieldwork and laboratory testing to study the environment in which we live.

244 Robotics I (Design & Engineering)	Grades 10, 11, 12 0.50 credit
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Robotics is a hands-on interdisciplinary class that involves knowledge of engineering, design and programming. Students will work in groups of two on building and programming robots to perform different tasks. As students' knowledge of programming and design increase, the level of difficulty in the project increases as well. Problem solving and patience are two key components that students will need in order to be successful in this class. Students can choose to take either the fall semester or the whole year.

247 Robotics II	Grades 10, 11, 12 0.50 credit
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This course is a continuation of Robotics I. It is an upper level course involving projects and designs.

PREREQUISITE: Successful completion of Robotics I.

260 Astronomy 13.7x10⁹	Grades 10, 11, 12 1 credit
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This is an advanced level of STEM course that will cover astronomical topics in a more in-depth way. Topics will include: Cosmology, Newtonian Gravity, Dark Matter and Energy, Einstein's Theory of Relativity, and Constellations. Students will be expected to learn the constellations and their origins, create presentations, and attend at least one night time lab to gaze at the stars. We will culminate the experience by launching a weather balloon at the end of the course to collect data at different altitudes as the balloon reaches the very beginnings of space.

SOCIAL STUDIES

Social Studies courses are are designed to provide students with an understanding of a variety of experiences within the social sciences.

318 CP United States History (SS2)	Grade 11 1 credit
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This course is designed to give students the knowledge needed of U.S. History. Using the chronology and major eras of U.S. History, students will analyze the people, events, themes, geography, and turning points in the establishment of our institutions, systems and culture. In interpreting current and historical events, students will evaluate multiple sources of information from technology, documents, artifacts, maps and literature. Students will engage in inquiry, research, debate and in-depth learning while making connections between our country and our local community to prepare for their future.

312 CP World History (SS1)	Grade 9 1 credit
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This course is designed to cover the development of the modern world. Using the major eras of World History, students will analyze the people, events, themes, geography, and key points in their history. It will start with the Empires of the Ancient World and continue through World War II. Throughout this course students will learn about the rise and fall of the great empires and learn how they impacted the development of the social and political structures we have in today's modern world.

328 CP Civics & U.S. Government (SS3)	Grade 12 1 credit
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Required of all seniors before graduation, this course will enable students to make informed decisions as citizens in a global society. The major emphasis of the course will be to: demonstrate knowledge of the different levels of government in the U.S., including local, state and federal systems; develop and defend a position on public policy within our democracy; analyze the processes used to develop foreign policy; evaluate the effectiveness of the Constitution as a vehicle for change; and develop peer evaluation skills. Upon completion of this course, students will have an awareness of and be able to demonstrate key concepts.

386 Personal Economics	Grades 10, 11, 12 0.50 credit
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Personal Economics presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. Within this class students will also learn key economic concepts and analyze themes and patterns of major world markets. This will help students to make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success as well as an understanding of local, national, and global economies.

390 Psychology	Grades 11, 12 0.50 credit
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Psychology is a great course to take if the student is college-bound. Nearly every higher level institution, whether it is a community college or university, requires every student to take an Introduction to Psychology course, regardless of their major. It will be my goal in this course to prepare you as much as I can with how a psychology class is taught at the postsecondary level. During this course you will be immersed into the world of psychology. You will learn about various case studies and psychological experiments that have shaped our world. We will take part in multiple demonstrations and hands-on learning activities, which I hope will make this course a very unique and rewarding experience. This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphasis will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.

391 Sociology	Grades 11, 12 0.50 credit
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Sociology is a one semester course for Mt Abram students that is intended to give you a broad picture of the field of sociology with an emphasis on preparation for college and critical thinking. This course is all about problem-solving and working in groups. The course will offer you a set of intellectual tools with which to more accurately understand the society in which you live. Your participation, discussion, and feedback are needed. Group activity, work and cooperation are heavily emphasized. Most of the readings in this course are on the college level. You will learn about various case studies and Sociological experiments that have shaped our world. We will take part in multiple demonstrations and hands-on learning activities, which I hope will make this course a very unique and rewarding experience. This course will study sociology as a scientific discipline, offering an understanding of social interaction in many different settings. The main goal is to understand social situations and look for repeating patterns in society. The main focus is the study of the group, not the individual. Students will study forces that mold individuals, shape their behavior and thus determine social events and history as we know it.

343 Geography I 344 Geography II	Grades 9,10, 11, 12 0.50 credits each
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Geography focuses on the relationships among people, places, and environments that result in geographic patterns on the earth's surface. Students use methods of geography to analyze how landforms, climates, and natural resources have influenced history, patterns of settlement, and the cultural, economic, and political characteristics of world regions. This study will enable students to develop an understanding of and an appreciation for the diversity of people and cultures in the world today.

343 Geography I (First Semester)

Topics will include: Landforms, Weather and Climate, Population, Culture and Urbanization

344 Geography II (Second Semester)

Topics will include: Resources, Economic Systems, Religion, Global Relationships, and Nations in Transitions.

3180 AP United States History	Grades 10,11, 12 1 credit
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AP U.S. History covers American history from pre-Columbian days to the present through examining major events, groups of people, themes, and turning points. This course will use a chronological and thematic approach to the material and will expose students to extensive primary and secondary sources to show the interpretations of various historians. Class participation through discussions, debates, and projects is required with a special emphasis on critical reading and essay writing to help students prepare for the AP examination. The course will include 20 units that explore the 9 different periods of American History. This will be a challenging course that will provide students with a deeper understanding of the past and how it connects with the present day

WORLD LANGUAGES

It is recommended that students successfully complete 2-4 years of a world language. The World Languages Department uses the Teaching Proficiency Through Reading and Storytelling (TPRS) method of language acquisition. The TPRS instructional method helps students acquire a new language through gestures, stories, listening, speaking, reading, and writing. TPRS instruction incorporates brain research to facilitate students' long-term memory retention.

FRENCH

Top Reasons to Study French:

1. French provides the base for **more than 50%** of the modern English vocabulary, which improves performance on standardized tests. Critical, creative thinking, and problem solving skills are developed.
2. Open the doors to food, art, music, fashion, architecture, and literature.
3. Use French to pursue postsecondary and graduate studies in Francophone countries.
4. Be more competitive in the national and international job market in disciplines like business, medicine, aviation, law, transportation technologies, global/international distribution, and luxury goods.
5. French is the official working language of the UN, NATO, UNESCO, the International Olympic Committee, the European Union, the International Red Cross and much more! For further information, go to www.theworldspeaksfrench.org

FRE203 Novice/Intermediate French	Grades 9, 10, 11, 12 1 credit
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This French language course is focused on personalized stories through listening, reading, writing and speaking with numerous repetitions for long-term memory retention. Students will use the “duoLingo” app as review and to strengthen skills. Cultural connections are also a language standard, which comes through our readings, music, film, discussions, and research. Our goal is to own 600+ French words and phrases by the end of the year. This course is designed to meet the needs of the individual students

who have not studied French for several years or who have never tried to learn French. **Please note that this class is open to all grade level students who have not recently studied French and prefer a beginner group.**

<u>FRE307</u> Intermediate French	Grades 10, 11, 12 1 credit
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This multi-level French language course is also focused on personalized stories through listening, reading, writing, and speaking with numerous repetitions for long-term memory retention. Students will use the "duoLingo" app as review and to strengthen skills. Cultural connections again come through our readings, music, film, discussions, and research. Our goal is to own another 600+ French words and phrases each year. This course is designed to meet the needs of students who have studied French recently or have been successful with a "C" average in a French I class. **Please note that this class is open to all grade level students who have recently studied French and prefer an intermediate level group.**

<u>FRE420</u> Intermediate/Advanced French	Grades 11, 12 1 credit
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This multi-level French language course is also focused on personalized stories through listening, reading, writing and speaking with numerous repetitions for long-term memory retention, but at a faster pace with more complex grammar structures. Cultural connections again come through our readings, music, film, discussions, and research. We will delve deeply into French history and culture. More emphasis is put on language construction and the writing process than in previous French classes. Students are expected to participate at higher levels.

SPANISH

A great reason to acquire Spanish as a second language is so that you can comfortably interact on a personal and professional level with the growing Spanish speaking community in the United States. At present, over 13% of our population speaks Spanish. In most Southern states, the percentage is much higher and oftentimes speaking Spanish is a requirement for employment. It is estimated at present growth levels, that the next twenty years could see the Hispanic market share increase dramatically. Plus, they have interesting music, strong family values, and a competitive work ethic. There's a good chance they'll be your friends, co-workers, employees, or clients. Respect and friendship are earned through communication and an understanding of their culture. Personal desire and Spanish class, combined with hard work, will earn you invaluable second language abilities. Europeans speak three languages well by the eighth grade. ****Challenge yourself to two languages by the twelfth grade!**

<u>SPN101</u> Novice Spanish	Grades 9, 10, 11, 12 1 credit
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Spanish is taught using a method called TPRS - Teaching Proficiency (skill) through Reading and Storytelling or CI - Comprehension Input. It's hands on and exciting. You'll be able to remember 600+ words from your long-term memory each year. Each class you'll acquire new words with gestures and use previously learned words.. We'll repeat those same structures in a lot of different but interesting contexts like: storytelling, skits, circling, writing, reading, popular movies, and computer programs like Duolingo. You'll regularly use; authentic greetings, discuss personal and current events, while learning interesting facts about exotic Spanish speaking countries and cultures. Spanish 101 is open to any student.

<u>SPN203</u> Novice / Intermediate Spanish	Grades 10, 11, 12 1 credit
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Spanish is taught using a method called TPRS - Teaching Proficiency (skill) through Reading and Storytelling or CI - Comprehensible Input. It's hands on and exciting. You'll be able to remember 600+ words from your long-term memory each year. Each class you'll acquire new words with gestures and use previously learned words. We'll repeat those same structures in a lot of different but interesting contexts like: storytelling, skits, circling, writing, reading, popular movies, and computer programs like Duolingo. You'll regularly use; authentic greetings, discuss personal and current events, while learning interesting facts about exotic Spanish speaking countries and cultures.

<u>SPN307</u> Intermediate Spanish	Grades 11, 12 1 credit
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Each level of TPRS/CI adds 600+ new words to your second language abilities and appreciation for Hispanic culture. An 1,800-word vocabulary or three-year study is considered an Intermediate bilingual ability to listen, read, write and speak in Spanish. More class time is given to complex verb tenses, phrases, jargon, dialects, and idiomatic expressions within the context of empowering TPRS/CI. Spanish 424 and 485 have equal opportunity to travel to a Spanish speaking country to hear and practice their second language abroad.

<u>SPN409</u> Intermediate/Advanced Spanish	Grades 11, 12 1 credit
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Each level of TPRS/CI adds 600+ new words to your second language abilities and appreciation for Hispanic culture. A 2,400-word vocabulary or four-year study is considered an Intermediate/ Advanced bilingual ability to listen, read, write and speak Spanish. More class time is given to complex verb tenses, phrases, jargon, dialects, and idiomatic expressions within the context of empowering TPRS/CI. This course prepares you to take the CLEP or other college level placements in Spanish.

ADDITIONAL ACADEMIC OFFERINGS

<u>61096</u> FCTE Exploratory	Grades 9, 10 1 credit
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Students can now access a combination of technology courses that will prepare them for continuing their education in one of Foster Career and Technical Education programs offered at the Mt. Blue Campus in Farmington. Offered in this course is: Automotive Technology, Metal Fabrication, Building Construction, Forestry and Employability Skills..

Automotive Technology

Students are introduced with basic shop safety and proper tool usage in the shop.

Students are shown basic knowledge of internal combustion engine and how it works, the importance of preventive maintenance and care of an automobile and mechanical equipment. Small engines are used for parts of this class.

Metal Fabrication

Students are introduced to shop safety, layout, welding techniques and metal fabrication as well as basic tool usage, hand and power tools, drilling, cutting. Students will build a metal project using hand and power tools.

Building Construction

Students will learn introduction to building construction skills, safety and tool usage. Students will also learn measurement skills, two dimensional drawings and layout, introduction to building framing, window and door openings and learn to work with level, square and plumb.

Forestry

Students will be exposed to different jobs related to the forestry industry. Students are introduced to basic chainsaw maintenance and safety practices.

Employability Skills

Students will understand importance of being part of a work team and the importance of participating in the working world. Students will also understand safety and impact to employees and employers, and learn how to improve customer service and building healthy relationships with coworkers.

900 Academic Support Class	Grades 9, 10, 11, 12 No credit offered
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This Study Hall period is an academically based and focused, monitored block for students. Students will be expected to structure their Study Hall time to meet traditional academic requirements as well as non-traditional graduation requirements. **Seniors (4th year) who are eligible for senior privileges may apply for Senior Privilege in lieu of a Study Hall period (1st and 4th period only.)**

1A Seminar (1st year, 2nd year, 3rd year, 4th year)	Grades 9, 10, 11, 12 0.25 credit per year
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Seminar is an advisory period required of all students. Each year, students will have a specific focus of curriculum. Advisors will support their advisees in successful completion of the curriculum specific to their current grade level. Advisors and advisees will have opportunities to connect socially during Seminar. RTI (Response to Intervention, PLP (Personal Learning Plans), and academic support and guidance will also play an important role during Seminar.

This is a full year course. A credit of 0.25 for the year will be awarded for the graduating classes of 2018, 2019, and 2020. **No credit will be awarded for the graduating class of 2021 and beyond.**

645 Career Development	Grade 12 1 credit
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Career Development is a course designed to help students through the process of applying to colleges, scholarships, and career opportunities in various work fields. Students will build their skills of attractively filling out applications and making themselves more marketable to those accepting applicants to college or to career positions. This includes creating and maintaining a portfolio that has, but not limited to, an updated resume, essays that are of a high quality and ready to send off to colleges for common essay questions, and pieces of work that adequately exhibit the skills they would like to demonstrate to colleges and employers, as well as evidence of community service. This course will discuss and oversee the financial aspect of college and help students to make smart choices on how much they are willing to spend on college, as well as applying for FASFA. Within this class students will also focus on key economic concepts. This will help students to make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. Students will participate in a public speaking presentation to demonstrate their skills in an area of expertise. This is a full year course. This course is required for the graduating classes of 2018 ** and beyond.

COMMUNITY EDUCATION CENTER COURSES

718 Driver's Education	Must be 15 years old no credit awarded
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Driver Education is offered at Mt. Abram High School and provided by a private driving school. Students are given the information and skills they need to become competent, efficient, and socially responsible drivers. To that end, the program strives to develop fundamental driving skills and good driving habits and at the same time to build the student's ability to understand both driver and pedestrian limitations, obligations, and responsibilities from legal, social, and moral viewpoints. This program is offered at various times throughout the school year.

PREREQUISITE: Must be at least 15 years of age. On the first day of class, students must provide their original birth certificate, a copy of their social security card, and must complete the required permission slips.

INFORMATION ABOUT THE COMMUNITY EDUCATION CENTER

Mt. Abram High School students and community members are encouraged to seek courses from a variety of sources to meet their personal academic goals. Individuals should seek information from the School Counselor in the Guidance Office or the Career Coordinator or the Adult Education Coordinator at the Mt. Abram Community Educational Center in order to access non-traditional course offering

These may include, but are not limited to:

- Distance Learning via Tandberg
- Adult Education courses (such as Emergency Medical Technician, Certified Nurses Assistant, Class B Truck Driving, Hunter Safety or other courses as available).

The following scholarship programs are available for adult college students:

Franklin County TIF Scholarship/Grant

Elizabeth (Betty) & Hugh Montgomery Scholarship

The Musgrave Scholarship (for matriculating Franklin County adults)

For more information or to schedule an advising consultation about your higher education options and opportunities contact the following: Ben Milster, School Counselor – bmilster@msad58.org ; Phone: 678-2701 ext. 4104
Greta Espeaignnette, Adult Education Coordinator – gespeaignnette@msad58.org ; Phone: 678-2701 ext. 4226 or 678-2455.

COURSES MEETING THE FINE ARTS GRADUATION REQUIREMENT

All Art classes
All Music classes
Theatre Arts
Dance, Movement & Improvisation

COURSES MEETING THE COMPUTER LITERACY REQUIREMENT

Digital Editing
Advanced Digital Editing
2-D Animation
Yearbook
Computer Programming I
Computer Programming II
Robotics I
Robotics II

Graduation Standards for the Graduating Class of 2021 and Beyond (Current as of January 17, 2018)

Mathematics Graduation Standards for the Graduating Class of 2021 & Beyond

Domain Name (Topic)	Standard/Learning Target/ Performance Indicator
Numbers: Quantities	N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
	N-Q.2. Define appropriate quantities for the purpose of descriptive modeling.
	N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Algebra: Seeing Structure in Expressions	A-SSE.1. Interpret expressions that represent a quantity in terms of its context
	A-SSE.1.a. Interpret parts of an expression, such as terms, factors, and coefficients.
	A-SSE.2. Use the structure of an expression to identify ways to rewrite it.
Algebra: Creating Equations	A-CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
	A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
Algebra: Reasoning with Equations and Inequalities	A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
	A-REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
Functions: Building Functions	F-BF.1. Write a function that describes a relationship between two quantities.
Functions: Linear, Quadratic, and Exponential Models	F-LE.1.b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
Geometry: Congruence	G-CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
	G-CO.10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
	G-CO. 11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
	G-CO.12. Make formal geometric constructions with a variety of tools and methods

	(compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
Geometry: Similarity, Right Triangles, and Trigonometry	G-SRT.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
	G-SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
	G-SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
Statistics and Probability: Interpreting Categorical and Quantitative Data	S-ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
	S-ID.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
	S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related
	S-ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

English Language Arts Graduation Standards for the Graduating Class of 2021 & Beyond

Domain	Standard
Reading Literature	RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, as drawn from the text.
	RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
	RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
	RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing 9-10	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening 9-10	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Language 9-10	L.9-10.1 Demonstrate a progressive command of the conventions of standard English grammar and usage when writing or speaking.
	L.9-10.2 Demonstrate a progressive command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Reading Literature 11-12	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
	RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account;
	RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
Writing 11-12	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Speaking and Listening 11-12	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Language 11-12	11-12.1 Demonstrate a progressive command of the conventions of standard English grammar and usage when writing or speaking.

Science Graduation Standards for the Graduating Class of 2021 & Beyond

Standard	Learning Target & Classes Standards Can Be Met:
<p>S1: Developing and Using Models</p>	<p>HS-PS1-8: Develop models to illustrate the differences in the composition of the nucleus of the atom. Explorations in Science (ES), Chemistry (CHY)</p> <p>HS-ESS1-1: Develop a model based on the evidence to illustrate the lifespan of a star and the role of nuclear fusion in a star’s core to release energy in the form of radiation. () ES, Astronomy (ASY)</p> <p>HS-ESS2-1: Develop a model to illustrate how Earth’s internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features () ES</p> <p>HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects). () ES</p> <p>HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. () Biology (BIO), Anatomy & Physiology (A&P)</p> <p>HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.. BIO</p> <p>HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. () BIO</p> <p>HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. () BIO</p> <p>HS-PS1-4: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon changes in total bond energy. () CHY</p>
<p>S2: Planning and carrying out scientific investigations</p>	<p>HS-PS2-3: Apply scientific and engineering ideas to design, evaluate and refine a device that minimized the force on a macroscopic object during collision () ES, Physics (PHY)</p> <p>HS-PS3-3: Design, build, and refine a device that works within a given constraint to convert one form of energy into another form of energy () ES, PHY</p> <p>HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* () BIO</p> <p>HS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. () BIO</p> <p>HS-PS2-5: Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. () PHY</p> <p>HS-PS1-3: Plan and conduct an investigation to compare the structure of substances on a bulk scale to infer the strength of electrical forces between particles. () CHY</p> <p>MLR-HS-B1: Students methodically plan, conduct, analyze data from, and communicate results of in-depth scientific investigations, including experiments guided by a testable hypothesis. ES, PHY</p>

<p>S3: Analyzing and interpreting scientific data</p>	<p>HS-ETS1-3: Analyze and interpret the periodic table to predict the relative properties of elements based on the patterns of electrons in the outermost energy levels of atoms. () ES</p> <p>HS-PS2-1: Analyze data to support the claim that Newton’s Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass and acceleration. () ES, PHY</p> <p>HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. () BIO, FOR</p> <p>HS-PS1-5:Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of reacting particles on the rate at which a reaction occurs. () CHY</p> <p>HS-PS1-4: Use the periodic table to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. () CHY</p>
<p>S4:Using Mathematics and computational thinking</p>	<p>HS-PS1-7: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. () ES</p> <p>HS-LS2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. () BIO</p> <p>HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. () BIO</p> <p>HS-LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. () BIO</p> <p>HS-PS1-7Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. () CHY</p>
<p>S5: Constructing explanations and designing solutions</p>	<p>HS-ESS1-2: Construct an explanation of the Big Bang Theory based on the astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. () ES, AST</p> <p>HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.() BIO, FOR</p> <p>HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. () A&P, FOR</p> <p>HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. () BIO</p> <p>HS-LS4-4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations. () BIO</p> <p>HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. () BIO, CHY, PHY, AST, ROB</p> <p>HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. () CHY</p>
<p>S6: Engaging in argument from evidence</p>	<p>MLR HS-D1-D: Describe and Defend the major events that have led to our current understanding of the universe and the current technologies used to further our understanding. () ES, AST, FOR</p>

	<p>HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. () LS, BIO, FOR</p> <p>HS-PS1-5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of reacting particles on the rate at which a reaction occurs. () CHY</p>
<p>S7: Obtaining, evaluating and communicating information</p>	<p>HS-ESS1-3: Communicate scientific ideas about the way stars, over their life cycle, produce elements. () ES, AST</p> <p>HS-ESS1-5: Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. () ES</p> <p>HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. BIO</p> <p>HS-PS2-6: Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. () CHY</p>

Social Studies Graduation Standards for the Graduating Class of 2021 & Beyond

Standard	Performance Indicators & Classes They Can Be Met:
Applications of Social Studies Processes, Knowledge, and Skills (MLR-A)	MLR.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.
	MLR.A1: Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.
	MLR-A2: Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.
	MLR-A3: Students select, plan, and implement a civic action or service learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.
Civics and Government (MLR-B)	MLR-B: 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.
	MLR-B1: Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.
	MLR-B2: Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.
	MLR-B3: Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.
Economics (MLR-C)	MLR-C: 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.
	MLR-C1: Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.
	MLR-C2: Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.
Geography (MLR-D)	MLR-D: 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.
	MLR-D1: Students understand the geography of the United States and various regions

	<p>of the world and the effect of geographic influences on decisions about the present and future.</p>
	<p>MLR-D2: Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p>
<p>History (MLR-E)</p>	<p>MLR-E: 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.</p>
	<p>MLR-E1: Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p>
	<p>MLR-E2: Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>

