

Program of Studies

2011-2012

MADAWASKA HIGH SCHOOL



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MADAWASKA HIGH SCHOOL

PROGRAM OF STUDIES *2011 - 2012*

PHILOSOPHY

Madawaska High School is committed to the total education of each of its students. We share this responsibility with the family, church, workplace and community. This commitment to a total education will help students become productive citizens while preparing them for the demanding expectations of post-secondary education, the military or the work force.

This program of studies is designed to make our students:

1. Clear and effective communicators.
2. Self-directed and life-long learners.
3. Creative and practical problem solvers.
4. Responsible and involved citizens.
5. Collaborative and quality workers.
6. Integrative and informed thinkers.

Students should prepare for their educational future and career with a plan in mind. This Program of Studies is the first step to planning your future educational endeavors and career possibilities. Students, parents, teachers, and guidance personnel are all partners in planning the pathway of your future educational endeavors and career possibilities. In the “World of Work”, where being a “good worker” is no longer an assurance of continued employment, good career preparation serves students in several ways. Students need to be knowledgeable about their talents, to acknowledge their strengths, and to address their weaknesses. Planning your future educational pathways enables students to recognize that challenges present opportunities and that they must be prepared to acquire new skills and new knowledge to take advantage of those upcoming opportunities. Post-high school plans should be made in order to ensure a suitable and academically profitable secondary education. Your guidance counselor is available at all times during the day. For those unable to come during the day, evening appointments with the guidance counselor can easily be arranged by calling 728-3371.

Madawaska Middle/High School

Mission Statement

The Madawaska Middle/High School community is dedicated to providing students the opportunity to participate in a high quality educational experience that will guide them towards the acquisition of the necessary knowledge and tools to succeed in a multifaceted world.

Academic Expectations

Madawaska Middle/High school students will:

READ EFFECTIVELY

SPEAK EFFECTIVELY

WRITE EFFECTIVELY

SOLVE PROBLEMS EFFECTIVELY

RESEARCH EFFECTIVELY



Social Expectations

PRACTICE GLOBAL AND RESPONSIBLE CITIZENRY

- * Interact effectively and respectfully within a diverse community
- * Participate in community through volunteerism and organizations
- * Understand importance of accepting responsibility for personal actions and decisions

Civic Expectations

DEVELOP THE SKILLS OF COLLABORATIVE AND QUALITY WORKERS

- * Establish and complete goals
- * Persist in improving performance and exhibit initiative
- * Demonstrate and share a quality product
- * Work effectively both independently and collaboratively



Madawaska Middle/High School

135 Seventh Avenue
Madawaska, ME 04756

Voice (207) 728-3371

Fax (207) 728-6211

http://www.madawaskaschools.org/middle_high/index.cfm



Dear Students, Parents, and Guardians:

The Program of Studies described in this booklet contains the complete course offerings at Madawaska High School. In addition to MHS offerings, courses are offered to **juniors** and **seniors** at the St. John Valley Technology Center in Frenchville. To further enhance academic offerings, specifically for **juniors** and **seniors**, an Early College Program is also available to those students seeking college knowledge and experience while still in secondary education.

Madawaska High School's staff and administration encourages you to use the information in this booklet to help determine your course selection for the 2011-2012 school year. For advice and direction, we suggest you speak with guidance personnel, administration, and your current teachers. You should develop a rigorous program for entrance into a four-year liberal arts college, two or four year technical institute or vocational school. It is a goal of Madawaska High School to prepare **all** students to continue their education after high school. This continued education may take the form of a four-year college, two- or four-year technical institution, or any other training program designed to prepare you for a specific occupation. Becoming a lifelong learner is crucial for success beyond Madawaska High School and is clearly supported by Maine's Learning Results and Guiding Principles.

With the continuation of block scheduling in the 2011-2012 school year, graduation requirements are set at **24 credits**. All students will need to select courses with a minimum of **7 credits per year**. Past scholastic performance, student interest, and career goals should be considered in the development of a four-year plan that is both rigorous and challenging.

Parents and students are encouraged to contact the school guidance counselor for information and/or help in planning educational and career goals for a successful future.

On behalf of the Madawaska High School staff and administration, I hope you will plan your pathway carefully and keep in mind your educational and career goals. If I can be of any assistance with your course selection, please feel free to contact my office at your convenience.

Sincerely,

Wayne J. Anderson

Wayne J. Anderson
Principal

MADAWASKA MIDDLE/HIGH SCHOOL OVERVIEW

Address: 135 Seventh Avenue
Madawaska, ME 04756

School Phone: 728-3371

School Fax: 728-3636

Towns Served: Madawaska, St. David,
and Grand Isle

Graduation Requirements:
24 credits

Student Enrollment: 291

School Board Members:

Roger Thibodeau, Chairperson
Yves Dube, Vice Chair
Walter Desrosier
David Morneault
Keith Theriault

Total Staff: 25

School Year: 182 days

Accreditation:

New England Association of Schools & Colleges

Superintendent of Schools:

Todd LeRoy

Athletic Affiliation:

Aroostook League & Eastern Maine

Principal:

Wayne Anderson

Office Personnel:

Kim Deschenes
Susan Blanchette

Vocational Status:

St. John Valley Technology Center

Special Services Director:

Diane Castonguay

School Colors: Royal Blue, White, and Gray

Special Services Personnel:

Mary Ann Daigle

School Mascot: Owl

Guidance Director:

Mark Nadeau

School Web Page:

www.madawaskaschools.org/middle_high/index.cfm

Guidance Personnel:

Sonia Tardif

School Nurse: Lynn Wetmore

Athletic Director: Dean Gendreau



GENERAL INFORMATION

GRADUATION REQUIREMENTS

All students in **Grades 9, 10, 11, 12** must select a minimum of **7** credits per year.

SUBJECTS	CLASS Of 2012	CLASS Of 2013	CLASS Of 2014	CLASS Of 2015	CLASS Of 2016
ENGLISH	4	4	4	4	4
MATH *	4	4	4	4	4
SCIENCE **	3	3	3	3	3
SOCIAL STUDIES ***	3	3	3	3	3
PHYSICAL EDUCATION	2	2	2	2	2
FINE ARTS	1	1	1	1	1
COMPUTER PROFICIENCY	1	1	1	1	1
HEALTH	1	1	1	1	1
PERSONAL CAREER MANAGEMENT	1	1	1	1	1
MODERN/CLASSICAL LANGUAGES	1	1	1	1	1
SERVICE LEARNING	1	1	1	1	1
ELECTIVES (over 4 years)	2	2	2	2	2
TOTAL CREDITS REQUIRED FOR GRADUATION	24	24	24	24	24

*Algebra I, Geometry, Algebra II

**Physical Science and Biology (science w/lab)

***Global Studies, American Government, U.S. History

****We reserve the right to cancel an offered subject (other than required by state law).**

GRADES AND NUMERICAL EQUIVALENTS

All grades will be recorded by number only

93—100	A
85—92	B
77—84	C
70—76	D
Below 70 is failing	F

SEMESTER GRADING: All grades are done on a semester basis. This means that in any full year course, $\frac{1}{2}$ of a Carnegie unit is earned in one semester and the other $\frac{1}{2}$ in the second semester. Any students failing a required subject shall have to repeat the subject until a passing grade is achieved.

GRADE LEVEL CREDIT REQUIREMENTS

To be promoted from Freshman to Sophomore	A minimum of 6 credits is required.
To be promoted from Sophomore to Junior	A minimum of 12 credits is required.
To be promoted from Junior to Senior	A minimum of 18 credits is required.

The following policies are important when considering a schedule from this Program of Studies:

- 1. Class Standing Ref. Policy IKC**
- 2. Graduation Requirements Ref. Policy IKF**
- 3. External Credit Options Policy Ref. IKFD & IHCD**

(Please contact the Principal or Superintendent for more information regarding these policies.)

POST-SECONDARY ENROLLMENT OPTIONS

Grades: 11, 12

See policy IKFD (External Credit Options)

The Madawaska School Department encourages its students to develop themselves to their fullest and to pursue educational options that will best prepare them to take their place in society. The intent of this policy is to set the requirement for students' participation and the allowable cost for post-secondary level courses taken before graduating from Madawaska High School. Upon the recommendation of the high school principal, high school guidance counselor, and superintendent of schools, any junior or senior may enroll in certain courses at post-secondary institutions. This policy will allow students from Madawaska High School to earn credits towards graduation by taking courses from public two and four year post-secondary institutions such as the University of Maine System or Community Colleges.

SUMMER SCHOOL ENRICHMENT COURSES

Students may take summer school enrichment courses and receive no more than ½ credit per course. An additional ½ credit for unusual learning experiences/summer programs that warrant more credit may be granted upon review of the work and previous and prior consideration of the endeavor by both the guidance counselor and the principal. Under no circumstances will more than one credit be granted for any one summer learning program. The total number of credits toward graduation, which may be obtained through summer school/tutorial programs whether enrichment or makeup will be two. **Students should meet with their guidance counselor prior to the summer so a determination can be made about the eligibility of the program for credit.**

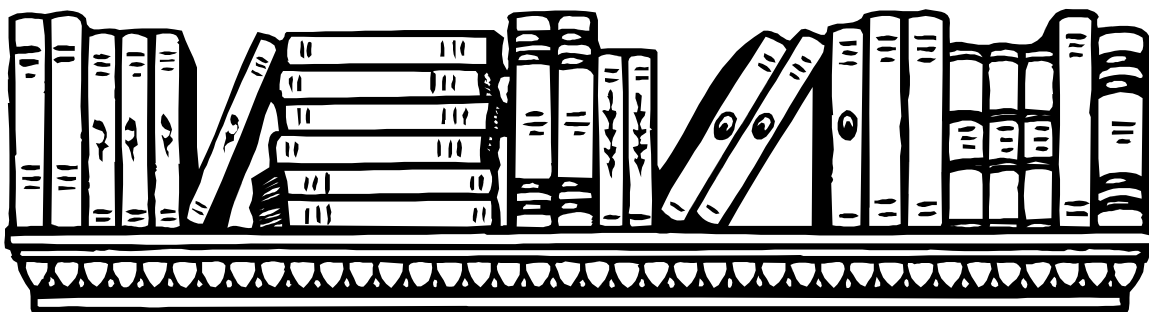
POST SECONDARY PROGRAMS AT UMFK/NMCC

Early college at UMFK/NMCC is an enrichment program for high school students sponsored by the University of Maine at Fort Kent/Northern Maine Community College. It is an academic year program, available to students during both the fall and spring semesters. Early college is designed to offer qualified area high school students the opportunity to enroll in selected college courses.

As an enrichment program, early college at UMFK/NMCC is intended for advanced high school juniors and seniors. Students are recommended to participate by their guidance counselors. To be considered for the early college program, students complete an application form. Recommendations from guidance counselors and/or teachers are a required part of the application process.

Students are selected for participation based upon their academic performance in high school and their ability to benefit from the enrichment opportunities present through the early college program. Emphasis in the selection process will be upon a student's academic record and the recommendations of his or her guidance counselors and teachers. As part of the application process, students and guidance counselors will indicate the early college course or courses for which a student should be considered.

Application materials and/or more information about the early college at UMFK/NMCC program may be obtained by contacting the guidance office.



Specific Requirements—All Students - Fine Arts - 1 Credit - Must be completed for graduation. The following courses will meet your Fine Arts requirement:

Art I.....	½ Credit
Art II.....	½ Credit
Band.....	1 Credit
Creative Writing.....	1 Credit
Public Speaking.....	1 Credit
Publishing/Yearbook.....	1 Credit
Theater.....	1 Credit

Madawaska Middle/High School: ***School-Wide Rubrics Implementation***

Madawaska Middle/High School's academic, social and civic expectations identify the school-wide essential learnings that have been established for ALL students as stated in the school's mission. Madawaska Middle/High School utilizes school-wide rubrics to assess every student's level of achievement for each academic expectation and ensures that all students are provided opportunities to practice and achieve the school's academic expectations. The grid below identifies courses and departments that have taken primary (P) responsibility for specific academic expectations in our mission. In addition, students will be exposed to additional practice of the learning expectations in courses where secondary responsibility (S) has been assigned. Teachers in all other courses are encouraged to adjust their curriculum and instructional strategies as they continue to implement the school-wide rubrics to assess student achievement of the school's academic expectations.

	WRITE EFFECTIVELY	SPEAK EFFECTIVELY	READ EFFECTIVELY	SOLVE PROBLEMS EFFECTIVELY	RESEARCH EFFECTIVELY
<i>English 9</i>					P
<i>English 10</i>	P				
<i>English 11</i>			S		
<i>English 12</i>			P		
<i>American Government</i>		P			
<i>Psychology</i>					S
<i>Sociology</i>	S				
<i>Global Studies</i>	P				
<i>Art</i>		S			S
<i>Physical Education</i>			P		
<i>World Languages</i>	S				
<i>Personal Career Management</i>		P			
<i>Computer Apps.</i>					P
<i>Community Studies</i>		S			
<i>Geometry</i>				P	
<i>Health</i>			S		
<i>Physical Science</i>				P	
<i>Intro to Biology</i>			S		
<i>Modern Biology</i>			S		
<i>Chemistry</i>				S	
<i>Science III</i>				S	
<i>Physics</i>				S	

P = Primary Responsibility

S = Secondary Responsibility

BUSINESS COURSES

The Business Department at Madawaska Middle/High School recognizes that our business society is forever changing and therefore believes that they should provide the opportunity of each student to develop the skills necessary to survive. The department offers a curriculum designed to prepare students for everyday life skills and a foundation for further study in the field of business.

BUS 100 **Grades 9-12** **1 Credit**
COMPUTER APPLICATIONS

Students will learn the essentials of computer operation and business applications, including email, spreadsheet, database, presentation, and word processing software. The emphasis of the course is on developing practical skills that prepare students to use computers effectively in a business environment. Students will also learn the skills necessary to conduct extensive research on the Internet using popular web browsers. **Research Effectively Rubric (Primary Implementation)**

BUS 110 **Grade 9** **1 Credit**
INTRODUCTION TO BUSINESS

Students study business opportunities and become more aware of the daily contacts in today's business oriented world. To list a few: check writing, advertising, exposure to business machines, traveling, filing, insurance, record keeping through practice sets, budgets, stock market, and other areas of student interest.

BUS 120 **Grades 9-12** **1 Credit**
PUBLISHING/YEARBOOK

The Publications course offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copy writing, and proofing. **This course fulfills the fine arts requirement.**

BUS 210 **Grades 10-12** **1 Credit**
JOBS FOR MAINE'S GRADUATES (JMG)

The Jobs for Maine's Graduates high school program is delivered as a for-credit course in conjunction with the student's regular course load. Hosted at public schools, administered by JMG, and actively engaging the participation of businesses, JMG offers a venue for students to interact with employers and community-based organizations. JMG is a year-round experiential program. JMG's competency-based curriculum includes career development, job attainment, job survival, basic competencies, leadership and self-development and personal skills.

The goals of JMG are....

1. Students will achieve better grades.
2. Students will experience a "connectedness" to school.
3. Students will improve their outlook and self-esteem.
4. Students will gain an understanding or pathways and opportunities to future success.

Selection will be based on administrative, teacher and student referrals.

BUS 300 **Grades 11-12** **1 Credit**
ACCOUNTING I

Students in this class analyze business transactions, record them systematically and determine whether the business had a profit or a loss. Any student who is planning to keep personal records, operate their own business, or work for a firm in the capacity of secretary, accountant, or clerk should enroll in the course. For students pursuing a college degree in the business field, they should take this course their junior year and Accounting II their senior year. Other students may enroll sophomore, junior or senior year.

BUS 310 **Grades 11-12** **1 Credit**
ADVANCED COMPUTERS

This course is highly recommended for students who want to further their knowledge in computers by using advanced techniques in word processing, spreadsheets, and database. The student will also learn a desktop publishing program that will help them create flyers, brochures, booklets, and many other useful documents. Other areas that the student will be introduced to will be the creation of a homepage, imaging program, and PowerPoint presentations.

BUS 400 **Grade 12** **1 Credit**
PERSONAL CAREER MANAGEMENT*

This class is a required class for all seniors, which focuses on the role of a citizen, student, family member, consumer and active participant in the world today. Students in this class, as part of the course requirement, will simulate an entire life cycle of financial management beginning with the end of their senior year, and ending in death. These students will begin the year by researching their interests and matching them with careers that they have an interest in. They would then move to the area of researching and planning for colleges/careers/military by properly filling out the necessary forms. Students will then hypothetically immerse themselves in the time period of their life where they will apply for the job (using proper interview techniques, résumés, and cover letters) that they are interested in. Students will then learn to calculate paychecks, budgets, checking accounts, savings, investments, and income tax forms. By the end of the year, the students will hopefully be able to retire because of the knowledge that they have acquired throughout the year!

Speak Effectively Rubric (Primary Implementation)

BUS 410 **Grade 12** **1 Credit**
ACCOUNTING II

Recommended highly for students who plan on furthering their education in the business field.

Students enrolled in this class will continue the Accounting I principles and procedures with emphasis on partnerships, corporations, taxes, and payrolls. The practical application of Accounting Principles will be adapted to the personal computer.

BUS 420 **Grade 12** **.5 Credit**
BUSINESS LAW

This course is an introduction that includes the meaning of law, sources of law, administration of enforcement of law and court procedures. It offers an opportunity for student to discuss day-to-day cases as well as study necessary basic information. Students will also get a chance to visit a courthouse to see a criminal trial procedure take place.

BUS 430
ECONOMICS

Grade 12

.5 Credit

This course is designed to provide seniors with the knowledge of how economics plays a vital role in our society. Economics is the social science that deals with how society allocates its scarce resources among its unlimited wants and needs. Students will be able to differentiate between personal and social decisions in the public and private sector.

ENGLISH

The English Department at Madawaska High School endeavors to challenge students to become better readers, writers, speakers, and thinkers. Students will be taught to read more critically, write more powerfully, and speak more eloquently. We offer both traditional and modern works to encourage students to consider the value and strength of literature in achieving a more fulfilled life.

ENG 100
ENGLISH I

Grade 9

1 Credit

This course offers an integrated program with literature as the core subject. Genre, specifically the short story, drama, non-fiction, poetry, and the novel organize the literature section. Components integrated throughout the literature process include critical thinking, writing strategies, grammar, vocabulary, and humanities as well as speaking and listening skills. Outside readings will focus on themes such as multiculturalism, racism, survival, love, and America in retrospect. *Black Like Me, To Sir with Love, Uncle Tom's Cabin, The Good Earth, Alive, Ethan Frome, The Adventures of Huckleberry Fin, The Great Gatsby,* and the Shakespearean tragedy of *Romeo and Juliet* are some of the literary works that will be used to illustrate the themes previously mentioned. Writing will be integrated with other disciplines in the curriculum. Computer technology will be incorporated with the writing and research techniques.

Research Effectively Rubric (Primary Implementation)

ENG 200
ENGLISH II

Grade 10

1 Credit

This course offers an integrated program with literature as the core subject. Genre, specifically the short story, drama, nonfiction, poetry, and the novel organize the literature section. Components integrated throughout the literature process include critical thinking, writing strategies, grammar, vocabulary, humanities, as well as oral interpretation, Literature Circles, and listening skills. Readings will focus on themes such as; coming of age, oppression, acceptance, good vs. evil, and many more. Some of the novels that may be read are: *The Pearl, The Giver, Sign of the Chrysanthemum, Fahrenheit 451, I Heard the Owl Call My Name, the Diary of Anne Frank, and The Good Earth.* Computer technology will be incorporated with the writing and research techniques.

Write Effectively Rubric (Primary Implementation)

ENG 248
AP LANGUAGE AND COMPOSITION

Grade 10

1.5 Credits

This college course is open enrollment and is for the highest achieving sophomores. A key focus of this course is to prepare students to take the *AP Language and Composition* exam during the spring of their sophomore year. Students who score well on this exam can earn college credit. This course engages students in becoming skilled readers of prose written in a variety periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The students will write in a variety of forms—narrative, exploratory, expository, and argumentative—and on a variety of subjects from personal

experiences to public policies, from imaginative literature to popular culture. The course purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Imitation exercises, journal keeping, collaborative writing, and in-class responses will be utilized. Areas of study for students include biographers and diarists; autobiographers and history writers; critics, essayists, and fiction writers; journalists, political writers; science and nature writers. Prospective students should seriously consider that this class requires an extensive and significant time commitment. There will be a summer reading and writing assignment to be determined by the instructor.

ENG 300 **Grade 11** **.5 Credit**
MAINE STORIES—FROM ALLAGASH TO ARUNDEL

This course focuses on a variety of fiction and nonfiction literature set in Maine. Selection themes include identity, origins, work, nature, and communities. Author' writings range from those of Cathy Pelletier, Stephen King, Tim Sample, Henry David Thoreau, Sarah Orne Jewett, Edna St. Vincent Millay, and Kenneth Roberts. Other stories studied are Passamoquoddy and Wabanaki legends. Student work comprises of reading responses and projects reflecting understanding of particular works, thus creating a connection to the history, folklore, art, culture, and geography of Maine.

ENG 301 **Grade 11** **.5 Credit**
THE POWER OF MYTH

This course is designed around the book and video series of the same name. Contents are divided into the following sections: The Hero's Adventure, The Message of the Myth, The First Storytellers, Sacrifice and Bliss, The Gift of the Goddess, and Masks of Eternity. Students explore how myths are ties to the past and how they help us to understand the world today and ourselves. Students research and create units to present to their peers

ENG 302 **Grade 11** **.5 Credit**
WILD THINGS

This course will focus on classic and modern stories of humans who seek adventure, exploring the extremes of the physical world and the outer limits of human achievement. Students will write about the readings and about their own adventures.

ENG 303 **Grade 11** **.5 Credit**
TRUTH, LIES, AND WHAT YOU TOLD YOUR PARENTS

Who decides what is a lie and what is a truth? Your parents? Religious leaders? Lawyers? Friends? Strangers? This course will look at this question and the answers that have been provided by the world's greatest philosophers, Hollywood movie stars, professional athletes, and even single-cell organisms. Students will read about and interpret the ideas that shape the reality that makes up our world.

ENG 304 **Grade 11** **.5 Credit**
FROM DREAMS TO NIGHTMARES

It is human nature to imagine a brave new world, and to try to create a perfect world. Utopias have been attempted in the past, yet ironically dystopias soon follow. Through the study of the novel, film, essay, poetry, music, art, and technology we will explore these complex themes.

ENG 305 **Grade 11** **.5 Credit**

RAGE AGAINST THE MACHINE

What happens when people experience a loss of freedom, voice, humanity or power...the classic fight between the individual versus the system. There are many cases of the repressed fighting their oppressors. Battling the system often means personal sacrifice, and a will to persevere even in the face of seemingly insurmountable odds. Through the study of the novel, film, essay, poetry, music, art, and technology we will explore these complex themes.

ENG 400 **Grade 12** **1 Credit**

ENGLISH IV

This is a full year course for seniors. Students will read a wide variety of world literature and examine major works and writers from various cultures. There is a specific emphasis on fiction, non-fiction, poetry, drama and film. Students will write for a variety of purposes. Vocabulary, outside reading, oral presentations, and research –based assignments are required.

Read Effectively Rubric (Primary Implementation)

ENG 410 **Grade 12** **1.5 Credits**

AP LITERATURE AND COMPOSITION

This is a full year course for highly motivated seniors. Students will be expected to critique and analyze a selection of challenging texts. In addition, the students will have to demonstrate superior writing skills in communicating critical thought. Summer reading is required. Students are also required to take the AP Literature Exam in May.

ENGLISH ELECTIVES

ENG 110 **Grades 9-12** **1 Credit**

CREATIVE WRITING

This is a full-year course in which students explore and experience the writing process and strategies used for the different purposes of writing. Students learn to use writing to think critically and to communicate effectively. Students are required to create their own writing pieces and are also required to participate in group conferencing and group writing activities. This course includes free writing, nature writing, descriptive writing, interviewing, poetry, and short story writing. Ample opportunity for practicing the writing craft is provided. **This course fulfills the fine arts requirement.**

ENG 120 **Grades 9-12** **1 Credit**

PUBLIC SPEAKING

Introduces students to the principles and practices of public speaking including the elements of effective oral communication. Students will acquire confidence and a positive attitude toward public speaking. In addition to listening to, reading, and analyzing notable historic and modern speeches by individuals from a broad cross-section of society, students will learn how to write, prepare and deliver a variety of speeches. Speech types, such as informative, demonstrative, persuasive, and extemporaneous will be investigated. Students will learn and understand the role of nonverbal communication. Students will also be aware of factors that inhibit effective communication. Additionally, students will develop critical thinking skills and will learn how to constructively review others' presentations. Technology and elements of the arts will be integrated throughout this course. Active participation is especially necessary in this course. **This course fulfills the fine arts requirement.**

ENG 130
THEATER

Grades 9-12

1 Credit

This course is offered on a full-year basis. It is designed to provide a broad knowledge of theater. The course begins with an introduction to the history of theater. Playwriting techniques and applications, stagecraft, make-up and costuming, improvisational games, acting styles, and characterizations follow. Class instruction is augmented with field trips. Student plays include a minimum of one performance for the student body. Student-written and directed sketches are encouraged. Students are required to attend evening practices as needed. **This course fulfills the fine arts requirement.**

ENG 310

Grades 11-12

.5 Credit

SAT PREPARATION – CRITICAL READING

This course cannot be used to fulfill the requirement of four English credits.

This course will familiarize students with the Critical Reading component of the SAT exam. Students will develop test-taking strategies, strengthen fundamental vocabulary, grammar, and reading skills as well as learn how to continue to prepare for the SAT exam after the course is completed. Although this is an open enrollment elective, administration may, based on poor PSAT and NWEA scores and student need, determine placement.

ENG 330

Grades 11-12

1 Credit

THEATER – ADVANCED STUDIES

Advanced studies are a continuation of ENG 130. *Theater teacher and guidance counselor recommendation required.*

MODERN LANGUAGES

Understanding that a second language benefits the cognitive and social development of students, as well as in providing students with opportunities for career advancement, the French Program at MMHS is committed and designed to utilize best practice techniques that ensures this overall goal. Each course beginning with French I serves as a building block or a “feeding program” intended to promote and endorse the highest-level of academic studies in French that being our AP French Course sponsored by the AP College Board. In addition to promoting French language proficiency in speaking, reading, writing, and listening, the program is also designed to “reawaken” the spoken French Language in our French-Acadian community that has been compromised by generations of repression, well documented in the history of the French in New England.

FRE 100

Grades 9-12

1 Credit

FRENCH I

French is a language that broadens your horizons and opens doors to a world of new experiences and opportunities. In French I, students will have the chance to learn about French as their heritage language as well as increase their awareness of the francophone cultures of the world. They will become more familiar with the many contributions that French-speaking people have made in the world of arts, sciences, etc. Students will expand their communications (listening, speaking, writing) and reading skills by drawing from their own experiences through a thematic approach to topics that are part of daily life. Activities are designed to challenge students to think critically and creatively as well as to improve on the fundamental skills of reading, writing, listening and speaking. The following simple tenses: present, imperfect, future, conditional, present and imperfect subjunctive, combined with the following compound tenses: compound past, pluperfect future perfect conditional perfect and the imperative are studied to accommodate improved oral and written communication. French will be spoken by the students and teacher to promote fluency and building confidence. This course is designed for students who have followed the core French track. Textbook used in the classroom is Allez-Viens! Level III (Chapters 1-6)

Write Effectively Rubric (Secondary Implementation)

FRE 200
FRENCH II

Grades 9-12

1 Credit

French II expands on the skills acquired in French I by emphasizing the use of the language as a medium of communication. In French II, students strive for mastery of the both the simple and compound tenses with a focus on both regular and irregular verbs, and reflexive verbs. Students utilize the writing processes and strategies for different purposes of writing as well as begin to explore a variety of literary works such as novels, magazines, short stories, and newspapers. French is spoken at all times by the teacher and students. Technology; i.e., audiotapes, music, radio/television shows, and tape-recorded dialogues are integrated into the classroom in order to facilitate communication and exposure to different French cultures. An increased awareness and study of French as their heritage language and the customs and culture of the Acadian ancestry of the region is promoted through community service and cultural awareness activities. Textbook used in the classroom is Allez-Viens! Level III (Chapters 7-12)

Write Effectively Rubric (Secondary Implementation)

FRE 300
FRENCH III

Grades 10-12

1 Credit

This college-level course is for high-achieving students who have successfully completed Grade 8 Advanced (immersion) French or French II (Core). French III is the first of a two-year sequence whose focus is to prepare students for the College Board AP French Exam which will be taken towards the end of the AP French year. Students will utilize the writing processes and strategies used for the different purposes of writing as well as explore a wide variety of literary works such as novels, short stories, and magazine and newspaper articles. Appropriate vocabulary is mastered so that students can express themselves in an increasingly sophisticated way. Student conversation is generated through current events, every day life experiences, reading selections and vocabulary study. Students prepared four audiotapes per quarter based on direct-response questions from past AP exams. French is the only language used at all times, in and out of class. A key focus of the class is the review and reinforcement of grammatical knowledge while listening skills are honed by listening to audiotapes, music, radio/television shows, and tape-recorded dialogues/rejoinders. Textbooks used in the classroom are Bravo (Fifth Edition): Une Fois Pour Toutes: AP French Advanced Placement Exam (Second Edition).

FRE 400
AP FRENCH LANGUAGE

Grades 11-12

1.5 Credits

The focus of this course is to prepare students for the College Board AP French Exam. Students who perform well on the AP Exam could earn college credits, depending on the policy of the college or university in regards to AP credits. AP French Language course is twofold: The primary being to help students acquire the advance levels of language proficiency identified by the American Council for The Teaching of Foreign Languages, as defined by the US Foreign Service Institute and designed to generate a genuine desire to achieve complete linguistic proficiency and an exceptional understanding and appreciation of the French-speaking world. To meet the goals and objectives of the course, specific guidelines established by The College Board for AP French Language in all four skills; listening, reading, writing and speaking are emphasized and closely adhere to. The course focuses upon the use of language for active communication and helps students develop the following:

- The ability to understand spoken French in various contexts; i.e., francophone internet sites world-wide, local French speaking radio stations, AP French Listening Comprehension Exercises on CDs, Allez-Viens francophone video cassette series;
- French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts and other non technical writings without dependence on a dictionary;
- The ability to express themselves coherently, resourcefully, with fluency and accuracy in both written and spoken French

Students continue to work in the textbooks used in French III. Une Fois Pour Toutes: AP French Preparing for the Language Examination, and Trésors du temps (Niveau avancé).

SOCIAL STUDIES COURSES

The Madawaska Middle/High School Social Studies Department believes strongly in helping to develop students that will become productive and contributing citizens within a democratic society. To this end, they must be well informed and possess those skills that will allow them to reach their full potential. The Social Studies curriculum, instruction, and assessment must ensure that all students achieve these primary goals. Reading from multiple accounts and perspectives, examining source information, analyzing primary sources, using evidence to support claims, and understanding historical context are all approaches to social studies that will enhance our students' ability to reach the primary goals. Students will learn to differentiate between fact and opinion, identify perspective and bias, take issues in the area of social studies and turn them into generalizations and make historical connections, understand cause and effect, identify and understand motivating factors of events in history, and identify competing forces in history and contemporary society. A major objective of the Social Studies curriculum and instruction should be to make learning meaningful and relevant, therefore making student interest conducive to higher level thinking and understanding.

HIS 100 **Grade 9** **1 Credit** **GLOBAL STUDIES**

This is a yearlong course that provides a general survey of developments from the dawn of civilization on to the present day. Major events, notable personalities, and accomplishments of the various areas and countries of the world will be explored as a means of broadening and enhancing students' understanding of the world we live in. Students will examine the major themes of history, including war, class struggle, government, technology, economics, culture, belief systems/religion, and freedom/independence. The five themes of geography – movement, location, regions, interaction, and character – will also be explored as they relate to each unit of study. This is a one-credit course and is required of all freshmen.

Write Effectively Rubric (Primary Implementation)

HIS 200 **Grade 10** **1 Credit** **AMERICAN GOVERNMENT**

This is a full year course, which is mandatory of all sophomores. It will examine the foundations of American constitutional government, contemporary government, and government at the three basic levels (local, state, and federal). Focus areas will include; rights, responsibilities and participation in a democracy including but not limited to: the Constitution and representative government, the structure of government, the role of federalism in our government system.

Speak Effectively Rubric (Primary Implementation)

HIS 210 **Grades 10-12** **1 Credit** **THE COMMUNITY: STUDIES, RELATIONS, & INTEGRATION**

The primary focus and emphasis of this course will expose the student to the social science of community-based relations, studies and integration. Students will be taught proper methods and techniques for working with the community, integrating the school into the community and the community into the school, and incorporating the community into a school based program for community informational systems. Stressed areas will be how to use public communications as a tool for community public relations, information and entertainment. A by-product of this course will expose students to:

- The current and modern methods of television broadcasting through a Public Access Television format.
- The student will also become proficient in the operation of all equipment utilized in the news broadcast field.
- The student will learn to program, the importance of planning ahead, and how to schedule emergency events into the regular course of action as dictated by community events, etc.

The catalyst behind this course is to incorporate the social/academic aspects of local government through community-based relations, community studies, and community integration to the end production of Channel 16, either the news, special event coverage, or local programming/local meetings and entertainment. The student will be expected to spend reasonable time outside of class covering events as they occur.

Note:

- This course is assigned as a Social Studies credited course.
- This course may be used to fulfill the Service Learning component of the Maine Learning Results.
- This course may not be used for an English credit.

Speak Effectively Rubric (Secondary Implementation)

HIS 300

Grade 11

1 Credit

UNITED STATES HISTORY

This is a yearlong course covering early exploration up until contemporary history. Students will understand how the United States was established, its struggles, its social, political, and economic transformation, key individual contributors, and its journey towards becoming a leading player in the international community. The major themes of history, including war, class struggle, government, technology, economics, culture, belief systems/religion, and freedom/independence, will serve as a guiding force for student understanding.

HIS 310

Grades 11-12

1.5 Credits

AP UNITED STATES HISTORY

Open to all juniors, the Advanced Placement program in U.S. History makes demands upon students that are equivalent to those made by full-year introductory college survey courses. The course will follow the College Board's Advanced Placement U.S. History outline from Pre-Columbian to the United States at the beginning of the 21st Century. The political, social, economic and intellectual themes in American History will be interwoven throughout the units of study. Advanced Placement U.S. History attempts to develop higher-level critical thinking skills by emphasizing analysis and evaluation, largely through the writing of formal essays, class discussions, lectures, debates, and reading. Students will learn to assess historical materials – their relevance to a given interpretative problem, their reliability, and their importance – and weigh the evidence and interpretations presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Depending on the policy of the college or university in regards to AP credits, students who perform well on the AP exam could earn college credits.

HIS 320

Grades 11-12

1 Credit

PSYCHOLOGY

This full year course surveys this behavioral science, by studying how the mind and body work together to produce thoughts and actions. Course topics include perception, thought, learning, intelligence, creativity, growing up, emotions, consciousness, dreaming, identity, personality, heredity, environment, abnormal behavior, mental health, interpersonal communications, social behavior, and personal space. The course involves reading, discussion, and research, to acquire a basic knowledge to specific situations, clinical situations, and social problems.

Research Effectively Rubric (Secondary Implementation)

HIS 330

Grades 11-12

1 Credit

CURRENT EVENTS

This is a semester long elective course which will investigate and analyze current political and social issues of the day. The issues that affect our lives on a local state, national, and global level will be examined using periodical literature, daily newspapers and Internet technologies. The students will be trained in critical analysis, identifying cause and effect patterns, as well as predicting outcomes based on knowledge of the issues under scrutiny. This is an elective course.

HIS 410

Grade 12

1 Credit

SOCIOLOGY

This is a full year course dealing with the study of group behavior. The course is designed to provide an understanding of our social institutions, their problems and relevance to our society. Problems relating to family life, crime, social adjustment and culture in general are areas dealt with. The course is survey type with much emphasis upon directed class discussion.

Write Effectively Rubric (Secondary Implementation)

HEALTH & PHYSICAL EDUCATION COURSES

The Madawaska Middle/High School Health and Physical Education Department's mission is to use knowledge and wisdom to inspire students to discover and maintain personal wellness, academic success, and civic responsibility. The primary tools for implementing these goals will be modeling, student introspection, and clearly delineated guidelines.

HPE 100

Grade 9

1 Credit

PHYSICAL EDUCATION

The physical education program is designed to teach students the skills and knowledge required to participate in a wide variety of physical activities. The activities range from team sports to individual life skills and recreational sports that students are encouraged to learn and carry with them into their adult lives. Based on the Maine Learning Results, the activities are designed to supplement movement/motor skills and knowledge learned in elementary school and middle school. Focusing on life long fitness, physical fitness activities and knowledge revolves around individual fitness assessment, fitness activities and understanding the benefits of physical activity. Intertwined in the curriculum is enhancement of personal and social skills and knowledge that encourages the students to cooperate, exhibit responsible behavior and understand all safety rules as well as rules of play. The goal of this program is to allow students to understand that participation in physical education on a regular basis allows them to learn the benefits of physical activity and how these skills contribute to a healthy lifestyle.

HPE 200

Grade 10

1 Credit

PHYSICAL EDUCATION

The physical education program is designed to teach students the skills and knowledge required to participate in a wide variety of physical activities. The activities range from team sports to individual life skills and recreational sports that students are encouraged to learn and carry with them into their adult lives. Based on the Maine Learning Results, the activities are designed to supplement movement/motor skills and knowledge learned in elementary school and middle school. Focusing on lifelong fitness, physical fitness activities and knowledge revolves around individual fitness assessment, fitness activities and understanding the benefits of physical activity. Intertwined in the curriculum is enhancement of personal and social skills and knowledge that encourages the students to cooperate, exhibit responsible behavior and understand all safety rules as well as rules of play. The goal of this program is to allow students to understand that participation in physical education on a regular basis allows them to learn the benefits of physical activity and how these skills contribute to a healthy lifestyle.

**HPE 110
HEALTH****Grade 9****1 Credit**

The health courses are designed to provide the student information concerning the mental, emotional, social, physical, spiritual and environmental aspects of health with a strong emphasis on responsible decision-making. Students will be given information about risky behaviors they should avoid to reduce their risk of exposure to certain types of illnesses, accidents, physical ailments, and other problems. The health program provides current facts in several areas of health: community health, consumer health, environmental health, family health, growth and development, nutritional health, personal health, personal health including mental and emotional aspects, prevention and control of disease and disorders, and substance use and abuse, including the effects of alcoholic drinks, stimulants, and narcotics upon the human system. A message of abstinence from unhealthy behaviors based on knowledge and good decision-making is enforced throughout the curriculum. Ultimately, the health program will provide students with the knowledge for developing life styles that will better assure them of long, healthy, happy, and productive lives – a true picture of health literacy. This course is required for graduation.

Read Effectively Rubric (Secondary Implementation)**HPE 120****Grades 9-12****1 Credit****ADAPTIVE PHYSICAL EDUCATION**

This is an individualized education program. Enrollment will be by recommendation of the Pupil Evaluation Team. Skills will be developed in an Individual Education Plan (I.E.P.).

HPE 300**Grades 11-12****1 Credit****ADVANCED PHYSICAL EDUCATION I**

This course will offer activities above and beyond the regular physical education program. Students taking this course must have met all their physical education requirements. Emphasis will be on fitness, life skills, and outdoor recreation. A lab fee of \$25.00 will be charged each student for the use of the Edmundston Sports Complex.

MATHEMATICS COURSES

The Math Department at Madawaska Middle/High School supports each student in his intellectual growth as defined by the Maine Learning Results. We believe every student can learn and should be guided to his highest potential. We also believe each student needs to successfully experience four year-long courses in mathematics, including Algebra I, Geometry, and Algebra II. Because students learn at various rates, we offer courses structured to meet the needs of our students by creating appropriate yet challenging course offerings. Fundamentals of Algebra is available for the student who may not be developmentally ready for Algebra, while Statistics, Pre-Calculus, and Calculus are available as electives following the, Algebra I, Geometry, and Algebra II sequence. We challenge our students to become efficient problem solvers, working cooperatively as well as individually. Technology is utilized to strengthen concepts and increase understanding. Students will leave MMHS with the ability to participate competitively in their communities.

MAT 100**Grade 9****1 Credit****FUNDAMENTALS OF ALGEBRA**

This course is a bridge from 8th grade math to Algebra I. This is a course that will prepare students for the real life application of solving equations while working with integers and rational numbers. Hands-on activities will reinforce the application of percents, geometry, probability, ratios, powers and roots and also area and volume.

MAT 110 **Grades 9-10** **1 Credit**
ALGEBRA I
Through hands-on activities students will explore topics such as solving equations and inequalities, graphing points, equations and functions as well as analyzing graphs, powers, and probability. This is a required course for all students.

MAT 200 **Grades 9-11** **1 Credit**
GEOMETRY
Students will explore: reasoning and proof, definitions, assumptions, theorems, polygons-especially triangles and quadrilaterals, circles, parallel and perpendicular lines, coordinate geometry, perimeter, area, surface area, volume and right triangle trigonometry. This course is required for all students.
Solve Problems Effectively Rubric (Primary Implementation)

MAT 300 **Grades 10-12** **1 Credit**
ALGEBRA II
Among the concepts developed in this course are: sets, axioms, open sentences, inequalities, factoring, function, relations, irrational numbers, quadratic equations, graphing, logarithms, trigonometry. This course is recommended for college bound students.

MAT 310 **Grades 11-12** **1 Credit**
PRE-CALCULUS AND TRIGONOMETRY
Among the topics in this course are: numbers, relations, functions, circular functions, trigonometry, applying trigonometry, sequences, series, limits, functions and limits, algebraic functions, exponential and logarithmic functions, vectors, lines, planes, matrices, linear transformation systems of linear equations using matrices, conic sections, graph in three-spaces, introduction of calculus, introduced to probability, topics from Algebra.

MAT 315 **Grades 11-12** **.5 Credit**
SAT PREP MATHEMATICS
This course cannot be used to fulfill the requirement of four math credits.
This one semester course will help prepare students for taking the mathematics portion of the SAT exam. Students will use a variety of resources and techniques including the SAT Online Course, My College QuickStart, and SAT practice exams. Although this is an open enrollment elective, administration may, based on poor PSAT and NWEA scores and student need, determine placement.

MAT 320 **Grades 11-12** **1 Credit**
INTRODUCTION TO STATISTICS
The objective of this course is to introduce students to the world of Statistics and its limitless applications to the real world. It is recommended for students who plan to enter such fields as economics, business, education, psychology, medicine, as well as all the science and engineering disciplines. Concepts to be studied include histograms, probability theory, probability distributions, measures of variance, measures of central tendency, linear regression, and mathematical modeling. The mathematics involved includes basic algebra and therefore allows students with different levels of preparation to succeed.

MAT 400
CALCULUS

Grade 12

1 Credit

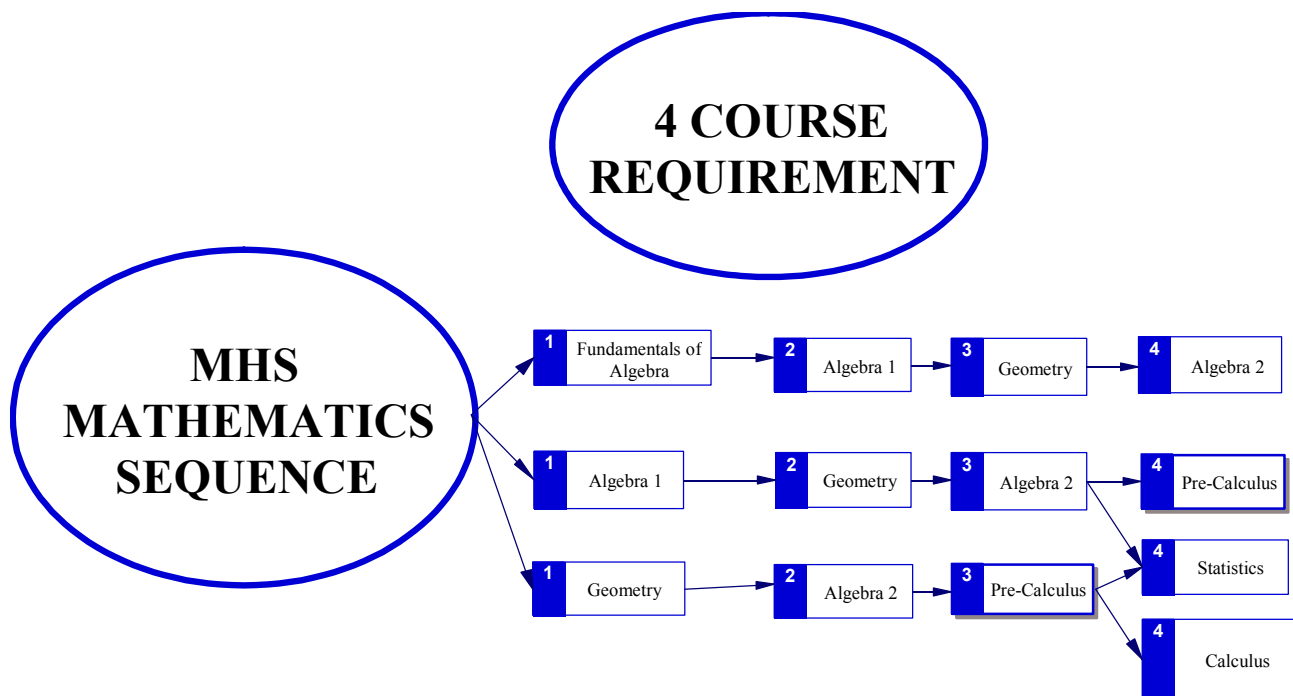
Using an intuitive approach, this course is taught with a variety of methods involving extensive use of technology and application to practical situations to help visualize some of the more complex processes. Broad concepts and themes are stressed over memorization of countless theorems and rules with the expectation that this will lead to a deeper understanding of calculus and a stronger foundation in problem solving. The major themes are Limits, Derivatives, Indefinite Integrals, and Definite Integrals. While many calculus classes review pre-calculus topics extensively and separately at the beginning for weeks, we review topics as needed during the flow of the entire year. This ensures that the student sees the interconnectedness of all the mathematics previously learned leading up to calculus.

MAT 410
AP CALCULUS

Grade 12

1.5 Credit

This rigorous, fast-paced course offers students a first college board approved first year Calculus curriculum. AP Calculus is designed to be a rigorous introduction to calculus and will duplicate the content of a typical first year college level class. Using an intuitive approach, topics are taught with a variety of methods involving extensive use of technology and application to practical situations to help visualize some of the more complex processes. Broad concepts and themes are stressed over memorization of countless theorems and rules with the expectation that this will lead to a deeper understanding of calculus and a stronger foundation in problem solving. The major themes are Limits, Derivatives, Indefinite Integrals, and Definite Integrals. While many calculus classes review pre-calculus topics extensively and separately at the beginning for weeks, we review topics as needed during the flow of the entire year. This ensures that the student sees the interconnectedness of all the mathematics previously learned leading up to calculus. Students looking for a challenge who possess exceptional math skills can take this course with a passing score on the entrance exam. All students are expected to take the AP Calculus AB exam in May. A grade of 3, 4, or 5 can earn you credit at most colleges and universities. Calculus teacher and guidance approval needed.



SCIENCE COURSES

The Science Department believes that each student can be guided, challenged and supported in order to become scientifically literate. In order to achieve scientific literacy, we believe the following principles must be acknowledged:

1. Each student shall have a carefully planned educational program that provides a quality science education, and requires all stakeholders to share responsibility, collaborate, and act with good judgment and ethical intentions.
2. We shall be sensitive to the unique learning needs of students and hold high expectations for their achievement. We shall guide our students to understanding and proficiency and encourage their curiosity while rectifying their misconceptions.
3. We shall encourage students to pursue careers in STEM (science, technology, engineering, and mathematics) and become life-long learners. Courses shall encourage problem-solving skills so that students may become capable of learning independently.
4. Teachers shall guide learners to construct their own knowledge so that scientific laws and theories can be explained thoroughly and applied to authentic situations.
5. Because information must be evaluated before being accepted, we shall encourage students to become observant and curious enough to ask questions. We shall expect that students will be inquisitive enough to seek answers to those questions and form conclusions that are supported by scientifically derived evidence.
6. Technology is a tool that offers innumerable possibilities for teaching and learning, and as such, shall be a part of our curriculum.
7. We acknowledge that science begins with observation and inquiry and proceeds through experimentation, analysis and reflection. Science is constantly changing, producing more questions than answers.

SCI 100

Grade 9

1 Credit

PHYSICAL SCIENCE

This course covers the basic concepts of physics and earth science and represents the first in a sequence of three courses meant to cover the Learning Results. Requiring concurrent enrollment in Algebra I or higher, the class introduces motion, energy, heat, the structure of matter, electricity and magnetism, and waves in the first 2/3 of the year and finishes with elements of earth science, weather, climate, and astronomy. Lab work, hands-on, and inquiry based activities complement the use of technology to give students a solid foundation in problem solving and the scientific method. Because of the substantial math content involved, freshmen not enrolled in Algebra I or Geometry will take the Intro. To Biology class and later enroll in Physical Science as sophomores, unless otherwise recommended by their 8th grade teachers.

Solves Problems Effectively Rubric (Primary Implementation)

SCI 110

Grade 9

1 Credit

INTRODUCTION TO BIOLOGY

This full year course covers the fundamental high school biology concepts in a selective yet comprehensive format. One of the main goals of this course is to enable students to become scientifically literate citizens. Students will be involved with lab activities bi-weekly, group work, and class projects. Students will be placed in this course on the recommendations of their previous science teachers and the guidance counselor.

Read Effectively Rubric (Secondary Implementation)

SCI 200**Grade 10****1.5 Credits****MODERN BIOLOGY**

Because the range of knowledge concerning life is so vast, the focus of study throughout the school year will be to consider the unifying principles and gain a general understanding of the life process and a heightened appreciation for life itself. From these initial understandings, the progression from the cell to unicellular organism, to plants and animals, and finally to man will come naturally. Culminating the course, the student should be aware of interrelationships of living things and their environmental adaptations, and have a clear comprehension of the significance and importance of life to human welfare. The course moves into reproduction and genetics. From there, it moves to evolution and then into classification, thus providing a basic structure of biological principles on which to build further concepts and facts. The lab experience allows students to (1) develop and perfect skills in effectively using the scientific method as it applies to life situations, (2) venture beyond knowledge described in textbooks to applications of this knowledge, and (3) research information and apply skills currently being developed in the areas of medicine and biotechnology.

Read Effectively Rubric (Secondary Implementation)**SCI 300****Grades 11-12****1.5 Credits****MODERN CHEMISTRY w/Lab**

Prerequisites: Successful Completion of Modern Biology and Algebra I (with a grade of "B" or better is highly recommended). **Co-requisite:** Algebra II

The full year Modern Chemistry program begins with a study of matter and measurement. A detailed investigation of atomic structure and the periodicity of elements are followed by a study of chemical formulas and equations. The phases of matter are explored with an emphasis on the behavior of gases. For those students who do not plan to go beyond this course in science, there is enough emphasis on stoichiometry and safe lab technique for a complete and thorough program.

Solve Problems Effectively Rubric (Secondary Implementation)**SCI 310****Grades 11-12****1 Credit****SCIENCE III**

This is a full year course designed for students not taking more intense electives in Chemistry or Physics to fulfill their third year of science. Flexible by design, Science III will allow individuals to decide on topics in science and technology that interest them. Each student will choose 4 or 5 such areas over the course of the year, research them thoroughly, and may give presentations to the class, write reports, take a written exam, or even design their own engineering project as part of a comprehensive assessment plan. Some areas of interest may include, but are not limited to, astronomy, engineering, ecology, genetics, oceanography, weather and climate, geology, forestry, pulp and paper, medicine, nuclear power, archaeology, human evolution, computer programming, etc. Topics will be tied to the Maine Learning Results.

Solve Problems Effectively Rubric (Secondary Implementation)**SCIENCE ELECTIVES****SCI 320****Grades 11-12****1.5 Credits****MODERN PHYSICS**

The objective of this course is to prepare students for the rigors of a college science course. This is accomplished by increasing the student's objective knowledge of matter, energy, motion, heat, work, sound, and electricity. Inquiry activities, laboratory experiments, lectures and problem-solving sessions are designed to challenge the students to discover the interrelationship among the various areas. Laboratory experiments give the student practice to develop the capacity to observe, to manipulate various apparatus, and to prepare accurate laboratory reports. The lectures for students are prepared so that they tend to arouse interest in their physical environment. Homework problems and group sessions for students tend to sharpen their mathematical skills.

Solve Problems Effectively Rubric (Secondary Implementation)

SCI 330
ANATOMY & PHYSIOLOGY

Grades 11-12

.5 Credit

Prerequisite: Successful completion of Modern Biology and teacher recommendation.

Anatomy is the branch of science that deals with the structure (morphology) of body parts—their forms and how they are organized. *Physiology* is the study of the functions of body parts—what they do and how they do it. Main topics in the course include: Levels of Organization, Support and Movement, Integration and Coordination, Transport, Absorption and Excretion, and the Human Life Cycle.

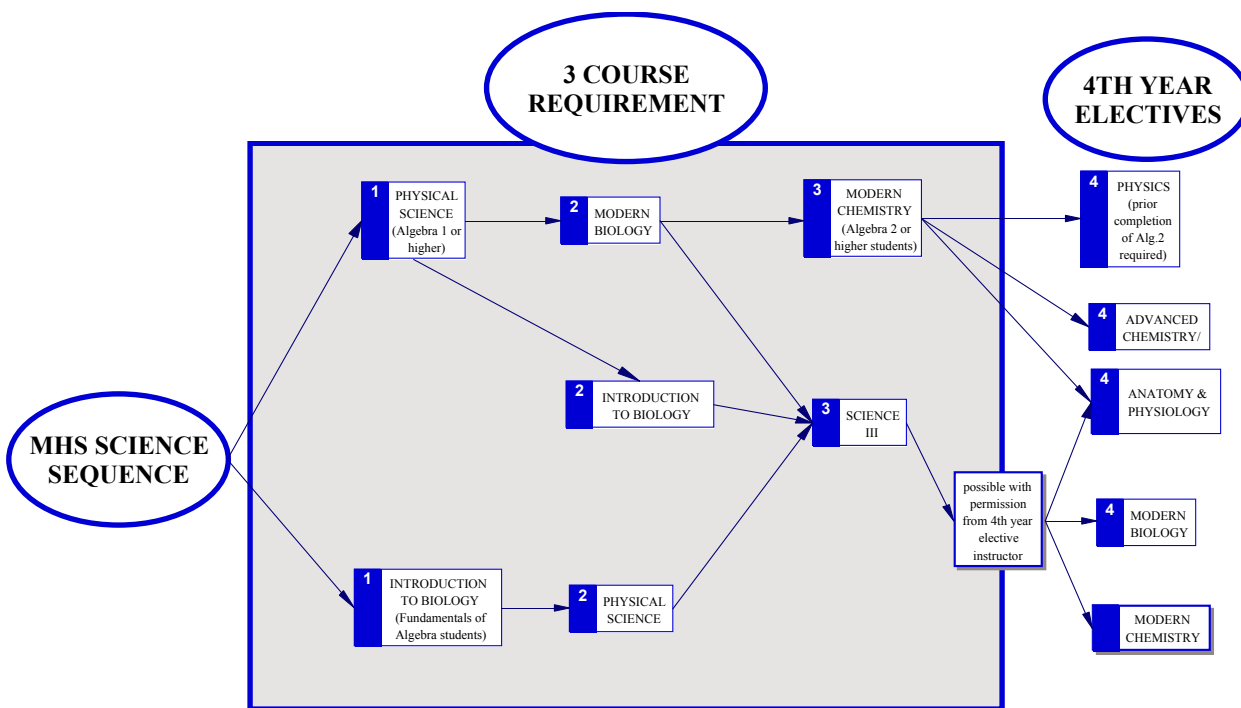
SCI 430
ADVANCED CHEMISTRY

Grade 12

.5 Credit

Prerequisite: Successful completion of Modern Chemistry.

This is a course for the college preparatory student who plans to go into a science or health related field of study. The program starts with a review of Modern Chemistry and continues with a deeper study of chemical equilibrium. Other areas of study include colligative properties, acids & bases, electrochemistry, nuclear chemistry, and an introduction to organic chemistry. (This course is part 2 of Modern Chemistry.)



NOTE: The Science Sequence was designed so that ALL students cover the required MLR in the first three years. Those students who do not take chemistry get the basics of chemistry in Science III.

FINE ARTS COURSES

State law presently requires 1 credit in fine arts for graduation. It is your responsibility to select one credit from the courses below to fulfill that graduation requirement.

ART 100 **Grades 9-12** **.5 Credit**

ART I

Art I is open to all students and has no prerequisites. This introductory course engages the student with fundamental principles in making art. Importance is placed on what art is, can be, and how it inspires students and contemporary artists to make their work. Inquiry and developing hands on art making skills provide the impetus and focus for students to grasp the understanding that art is a visual language. Emphasis is placed on “value” and “material” use in the disciplines: drawing, painting, mix media, sculpture, and ceramics. Students are encouraged to develop their “intuitive nature” while exploring aspects in art history, art appreciation, aesthetics, art productions, and criticism. The instructor when appropriate gives demonstrations on approach and technique. Critiques are conducted in a supportive atmosphere. Vocabulary comprehension and keeping a journal of assigned periodic entries are expected.

Speak Effectively Rubric (Secondary Implementation)

Research Effectively Rubric (Secondary Implementation)

ART 110 **Grades 9-12** **.5 Credit**

ART II

ART 100 is the prerequisite course. This course is a continuum of Art I where it further challenges the student to develop and refine their skills and understanding of what art is and can be. Students are encouraged to further expand on their “intuitive nature” by developing “process and technique” when discovering aspects in art history, art appreciation, aesthetics, art production and criticism. Emphasis is placed on “color” and “material” use in the disciplines: drawing, painting, sculpture and ceramics. Connections are made on how the artist and the work they make are a product of life, time and place. For a final project students will submit an original work inspired by an artist of the 19th, 20th or 21st Century accompanied with an artist statement and power point presentation. The instructor when appropriate gives demonstrations on approach and technique. Critiques are conducted in a supportive atmosphere. Vocabulary comprehension and keeping and journal of assigned periodic entries are expected.

Speak Effectively Rubric (Secondary Implementation)

Research Effectively Rubric (Secondary Implementation)

BUS 120 **Grades 9-12** **1 Credit**

PUBLISHING/YEARBOOK

This course is run like a small business. Revenue is generated (selling ads, yearbooks and fundraising) to defer expenses of producing a school yearbook. Students will produce the yearbook using computers, scanners and digital cameras.

ENG 110 **Grades 9-12** **1 Credit**

CREATIVE WRITING

This is a full year course in which the students will explore and experience the writing processes and strategies used for the different purposes of writing. Students will learn to use writing to think critically and to communicate effectively. Along with teacher-generated lessons, the students will be required to create and craft their own pieces of writing for the different genres of writing that are studied. They will also be required to participate in group conferencing and develop a writing portfolio. This course includes free writing, nature writing, descriptive writing, interviewing, poetry, and short story writing. Ample opportunity for practice is provided, with most of the writing being completed in the computer lab.

ENG 120
PUBLIC SPEAKING

Grades 9-12

1 Credit

Introduces students to the principles and practices of public speaking including the elements of effective oral communication. Students will acquire confidence and a positive attitude toward public speaking. In addition to listening to, reading, and analyzing notable historic and modern speeches by individuals from a broad cross-section of society, students will learn how to write, prepare and deliver a variety of speeches. Speeches such as informative, demonstrative, persuasive, and extemporaneous will be investigated. Students will learn and understand the role of nonverbal communication. Students will also be aware of factors that inhibit effective communication. Additionally, students will develop critical thinking skills and will learn how to constructively review others' presentations. Technology and elements of the arts will be integrated throughout this course. Active participation is especially necessary in this course.

ENG 130
THEATER

Grades 9-12

1 Credit

This course is offered on a full year basis. It is designed to give a broad knowledge of theater and speech. The course will begin with an introduction to the history of theater. Playwriting techniques and applications, stagecraft, make-up and costuming, improvisational games, acting styles, and characterizations will follow. Class instruction will be augmented with videotapes, guest speakers, and field trips. Performances will include one (1) major production at midyear and student-written and directed sketches at the end of the year. Students are required to attend evening practices and performances as part of this course.



MUSIC COURSES

Madawaska Middle/High School believes that music is an important part of a complete educational program. Research has shown that students who possess strong musical knowledge and skills demonstrate improved capacity for learning in other subjects as well. Our school system also believes that a quality music education program provides a means for creative self-expression, multiple opportunities to experience visible success and achievement in the school, the community and beyond, develops essential life skills for work and personal success, and promotes a sense of history and cultural heritage by increasing one's understanding of his own and other world cultures

MUS 100 BAND

Grades 9-12

1 Credit

The High School Band is a comprehensive course in instrumental music, when taken in a four year unbroken sequence, is designed to give the student a full spectrum of musical and social experience fostered by such an organization.

The student will:

1. Learn the social skills necessary for participation in band
2. Develop a greater sense of responsibility to the group
3. Develop the technical skills necessary to be a productive member of the band
4. Develop a greater knowledge of and appreciation for the aesthetics of music
5. Develop school pride and spirit through participation in all scheduled parades and concerts and Pep Band.

At the beginning of each school year, the students are auditioned for seating and evaluation purposes. Students are expected to practice their music selections for homework.



St. John Valley

Technology Center

Course Descriptions



VOC 300
AUTOMOTIVE TECHNOLOGY I & II
Full Year-4 credits

Mr. J. Chris Haskins

I - Juniors - PM / II -Seniors - AM

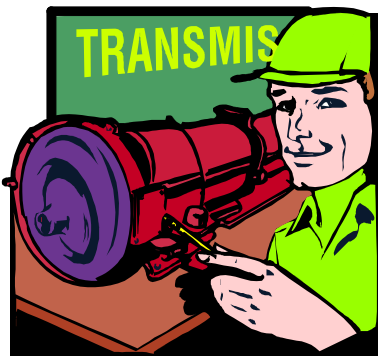
This is a two-year program that takes students through their 11th and 12th grades. Students will learn the basic skills required to work safely and efficiently in a modern automotive repair facility. They will be taught all areas of automotive repair with emphasis on the areas to which the school is currently certified. Students will be prepared for first year community college, or as an entry-level technician, along with the knowledge and skills to pass the ASE (National Institute for Automotive Service Excellence) Certification Exams.

In the first year of our program we will learn Hardware & Measuring, Hand Tools & Equipment, and Oxy-Acetylene torch use. We will finish the last half of the year studying Electrical/Electronic Systems.

In the second year, we will cover Heating & Air-conditioning, Engine Repair, Engine Performance, Manual Drivetrain & Axles, Automatic Transmission and Transaxles, Brakes, Steering & Suspension, and Employment Skills & Possibilities.

Prerequisite: Automotive Tech I must be completed before entry into the Auto Tech II program.

NOTE: Both Auto Tech I & II students utilize the All DATA System for quick look up of specifications and procedures to repair and troubleshoot early and late model vehicles, both foreign and domestic.



VOC 310
CARPENTRY I & II

Full Year-4 Credits

Mr. Charles Collin

I - Juniors - PM / Seniors - AM

This is an instructional program designed to provide individuals with hands-on experiences in residential construction.

First year students will receive safety instruction on the use of hand and power tools, followed by instructions on floor, wall and roof framing. Different sidings and types of roofing will be introduced. Students will learn how to use hand and power tools, to lay out, fabricate, install, and repair wooden structures and fixtures. Students will learn about construction materials, estimating, scale drawing, and blueprint reading.

Second year students will receive instruction on interior and exterior finishing. This will include trim work, moldings, cabinetwork, and the installation of doors and windows. Sheet work and other interior wall finishing will be covered, as well. Students will be expected to design and construct a variety of projects in response to local demands/needs. Community service projects may be included to provide on-the-job training. Senior students may also participate in the Unpaid Internship Program.

After successful completion of this program, a student will possess the skills and knowledge needed for an entry-level position in the residential construction or to continue his/her education at the post-secondary level.

Prerequisites: Carpentry I must be completed before entry into the Carpentry II program.

Job Opportunities include: Carpenter, helper/laborer, cabinetmaker, hardware store clerk, construction worker, and yardman at a lumber mill.



VOC 320
COMPUTER TECHNICIAN PREP I & II
Full Year-4 Credits

Mr. Vince Sirois
I Juniors - PM / Seniors - AM

If you have ever considered a future in computer technology, this is an opportunity you shouldn't overlook! Similar training elsewhere can cost thousands of dollars. You will rotate through various learning modules at your own pace. All instruction is completely individualized.

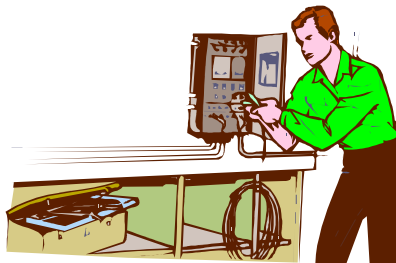
- 'Virtual' PC troubleshooting - In simulation exercises, you will solve problems as a support technician. Problems range from a faulty mouse to a damaged motherboard, from a missing operation system files to incorrect video drivers.
- Computer Assembly & Upgrade - This module includes textbook theory and hands-on practical work assembling, upgrading, and customizing computers.
- Network Configuration – Computer simulating and networking hardware are used to explore the concepts and practical applications of computer networks.
- Additional training available in game design, systems security, robotics, and CADD.
- A+ Theory Support - This is the additional theory support to prepare you for the latest CompTIA A+ exams, such as A+ Essentials, IT Technician, Remote Support Technician, and Dept Technician exams.

Upon successful completion of these modules, you can elect to take the A+ Certification exam at an authorized testing center. A+ Certification is a Comp TIA-sponsored testing program that certifies the competency of entry-level computer service technicians.

Prerequisites for CTP I: Guidance counselor recommendation.

Prerequisites for CTP II: Successful completion of CTP I (or equivalent).

Job Opportunities include: Enterprise IT coordinator, help desk technician, system builder, system integrator, computer store technician, system sales person, systems analyst, or network security administrator.



VOC 330

EARLY CHILDHOOD OCCUPATIONS I & II

Full Year-4 Credits

Mrs. Pam Caron

I - Juniors - PM / II - Seniors - AM

ECO I acquaints students with the latest ideas and theories concerning child development from conception through the school age years. Students will be able to demonstrate knowledge of typical and atypical growth and development from birth to age 8, describe the influence of early experiences on brain development, analyze trends that affect families and communities today and evaluate methods of child observation, among other skills gained. Students will operate a live playgroup setting, creating lesson plans and age appropriate activities.

ECO II provides students with a more in-depth study of child development. Students learn how to use formal and informal assessments to determine skills, interests, temperament, and learning styles of individual children. Students also gain an understanding of NAEYC developmentally appropriate practice, and explore how young children gain mathematical competence and scientific knowledge among other approaches to learning. Business management practices and career opportunities are also explored in this half of the program along with participation in internships (Prerequisite ECO I)

COLLEGE LINKS

Through a dual-enrollment agreement with Northern Maine Community College, students can earn eight transferable college credits upon completion of ECOII, for the following courses:

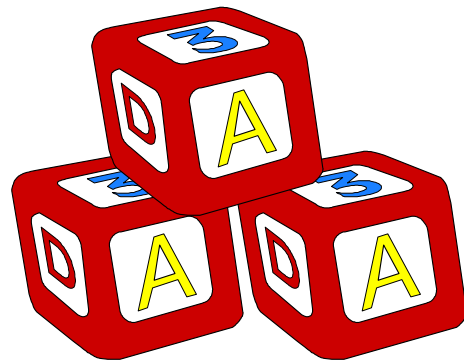
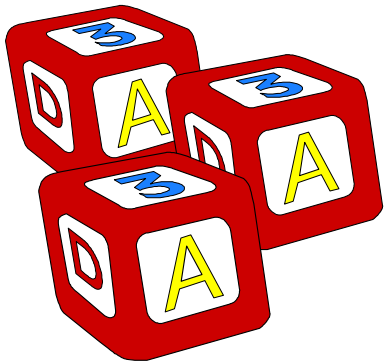
ECO 101 Health Learning Environments for Children (3 credits)

ECO 105 Advancing Intellectual and Social Development in the Young Child
(3 credits)

ECO 101 Field Experience in Early Childhood Education I (2 credits)

In addition, through an articulation agreement with Northern Maine Community College, students can earn 3 non-transferable college credits in ENG 111 English Composition.

Career Possibilities: Early Interventionist, Developmental Therapist, Pre-school Teacher, Child-care Provider, Infant Mental Health Specialist, Child Psychologist, Family Support Worker, Parent/Nanny, Speech Therapist, Elementary Education Teacher, Social Worker, Children's Author, Business Manager.



VOC 340

HEALTH OCCUPATIONS I & II

Full Year-4 Credits

Mrs. Marie May Chasse

I - Juniors - PM / II - Seniors - AM

Health Occupations I program is designed to acquaint the student with the health field. A basic understanding of body structure and function, medical terminology, and human growth and development is acquired. Principles of safety and emergency care will be taught, and it is possible to earn an American Heart Association (AHA) CPR Certification and a Certificate in American Red Cross (ARC) Community First Aid and Safety. Interpersonal relationships and career goals are stressed. Diseases and methods of diagnosis and treatment are observed and discussed. Students practice their skills at a clinical site during the second semester.

The Nursing Assistant Course is the primary focus of the Health Occupations I Program. This program includes instruction in nursing assistant skills that are developed in the classroom then practiced in a supervised clinical site. Upon successful completion of the program and passing of the State of Maine Exam, students will receive Maine State Certification as a Nurse Assistant and will be able to work in a nursing home or hospital, ensuring the students excellent employment opportunities at a good rate of pay.

Health Occupations II encompasses a variety of specialized curriculums in the field of *physical therapy, dentistry, radiology, medical office practice, E.M.T.*, and more. The program is modular in structure, enabling the student to work at an accelerated pace. It is possible to earn an American Red Cross Certification in Animal First Aid & CPR and all are re-certified in adult, child, and infant AHA BLS CPR. This program builds on Health Occupations I.

Enrollment is open to both males and females and is limited to 12 per session. Students interested in specialized curriculum will be interviewed. A complete physical is required; it will state that the student is in good health and able to do CNA work. Students will need proof on immunizations. A prerequisite to these programs is Biology.

Health Occupations students also participate in Health Occupation Students of America (HOSA), a student organization aimed at developing performance skills, leadership skills, and citizenship abilities as an integral part of the Health Occupations program. Students are invited to compete at the state level.

NOTE: *To highly motivated students who have had or are taking Anatomy or Human Physiology, it is possible to acquire a CNA certificate on an every-other-day basis.*

Prerequisite: *Biology*

Job Opportunities Include: Certified Nurse's Aide (CNA), Dietary Aide, X-Ray Technician, Activity Aide, Medical Records Aide, Dentist, Dental Assistant, RN, Pediatrician, etc.

VOC 350

WELDING I & II

Full Year-4 Credits

Mr. Kevin Daigle

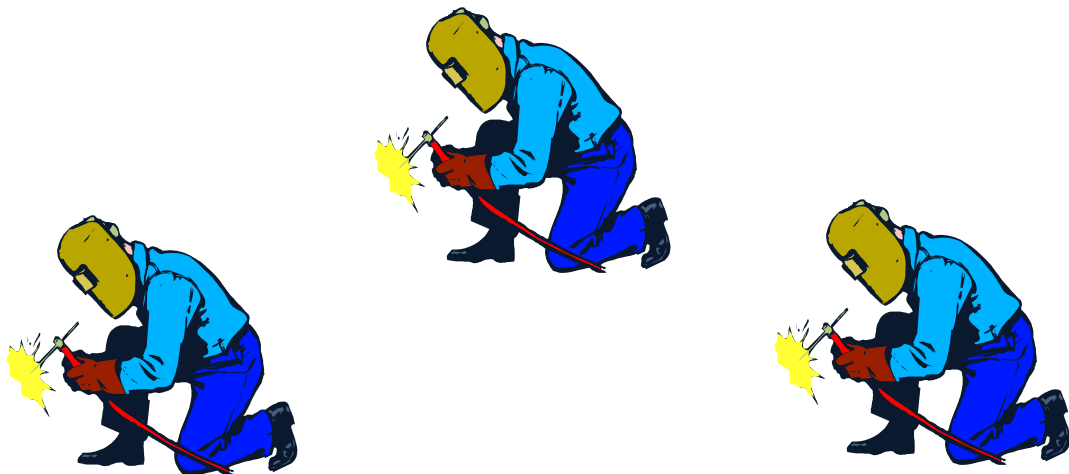
I - Juniors - PM / II - Seniors - AM

Welding I In this program, students will be introduced to the welding field through hands on experiences in beginning Shielded Metal Arc Welding (SMAW) using E6010, E6011, and E6013 electrodes. Oxy-fuel welding, cutting, and brazing are also part of this program, as are weld joint identification, blueprint reading, sketching, and metal identification.

Welding II This program is offered to seniors who have completed Welding I, or who can demonstrate all aspects discussed in Welding I. The program consists of advanced Shielded Metal Arc Welding (SMAW) in all positions, using E6010, E7018, and E11018 electrodes. Gas Metal Arc Welding (GMAW), will also be taught, using both solid and flux cored wires. Gas Tungsten Arc Welding (GTAW) of ferrous and non-ferrous metals will also be covered. Practicing safe work habits will be an integral part of the two-year program. This program will prepare students for entry level into the work force.

By the end of the second year of training, students should be able to pass the American Welding Society (AWS) Structural Exam. Further education at the post-secondary level in welding can follow this two-year program.

Job Opportunities Include: Steel Building Erecting, Heavy Metal Fabricator, Light Gauge & Sheet Metal Welding, Mechanical Repair, Pipe Fitting & Welding, entry level employment in production plants, paper mills, machine shops, shipyards, and apprenticeship programs.



JOB FOR MAINE'S GRADUATES (JMG)

Full Year 1-2 Credits

Opportunity Awareness Program (OAP)

Mrs. Susan Dubay

Sophomores, Juniors and Seniors

STW Course Description...JMG's School-to-Work Program assists 12th grade students in graduating from high school and prepares them for the world of work. Through a 37 competency-based curriculum, students gain basic skills, such as resume and cover letter writing, and gain significant insight into career development, job attainment and retention. Aside from the class tasks, students will also be asked to actively participate in community services.

After graduation the JMG Specialist will follow-up with all the students for twelve months to assure that they receive a positive outcome (full-time job, technical school or college enrollment, part-time job, etc.).

The School to Work Pathway Program prepares seniors to successfully transition into the work force. The program's curriculum is based around career exploration, job attainment, and job survival. Some of the competencies are attained through an actual hands-on "unpaid internship or on the job training."

Students will learn how to write powerful resumes and cover letters to better their chances of getting a job or proceeding to a higher level of education. Aside from in class tasks, the students will be asked to actively participate in community services.

After graduation, the Job Specialist will follow-up all of the school to work students for 12 months to make sure that they achieve a positive outcome (full-time jobs, technical school, college, military service, part-time job, etc.)

Multi-Year Program Description...JMG's Multi-Year program gives 10th and 11th grade students a chance to better themselves in a variety of ways. It is the goal of the Multi-Year program to make sure that all students are passing their core curriculum courses, and that those students actively involve themselves in community service, social events, career and leadership development.

A Pathway to Choices...for sophomores and juniors to explore and discover personal and occupational awareness through a program that:

- Stresses Drop Out Prevention
- Improves Academic Performance
- Focuses on a Life Skills Curriculum
 - Decision Making
 - Team Building
 - Conflict Resolution
 - Career Exploration

EXTENDED LEARNING SECTION



**MADAWASKA HIGH SCHOOL
2011-2012 EXTENDED LEARNING PROGRAM**

NAME _____

ADDRESS _____ **PHONE** _____

PARENT'S NAME _____

SCHOOL NOW ATTENDING _____ **LAST GRADE COMPLETED** _____

The extended learning program may be offered during the summer. The following subjects may be offered: English, Math, or Social Studies. A student must spend forty-five (45) hours in class to earn 1/2 credit. A student can earn 1 credit by attending two sessions. Madawaska High School students may only take English, Social Studies, and Math courses for make-up.

	CREDITS NEEDED	SESSION ATTENDING (1, 2, or both)
ENGLISH	_____	_____
SOCIAL STUDIES	_____	_____
MATH	_____	_____

DATES: To be announced

FEES:

Tuition for Madawaska High School students is \$75.00 for one session and \$100.00 for two sessions. The fee for non-residents is \$100.00 for one session and \$150.00 for two sessions.

SUMMER SCHOOL PROGRAM

It is the declared policy of the school committee to provide and encourage summer school educational opportunities for students. These educational opportunities will be remedial, make-up, or enrichment courses. The committee shall seek to take advantage of all state and federal funding and available local resources to provide a summer school program.

The administration of the summer school program shall be coordinated by the building principal under the direction of the superintendent, and shall be in compliance with 20A MRSA Chapter 317.

Each principal shall develop appropriate fee and class schedules on an annual basis and shall notify students and parents thereof.

All students must pay the appropriate fees prior to or on the first day of summer school. The principal may make provisions for parents to pay the fee in monthly installments. Hardship cases may be appealed to the principal.

Procedures: Hardship Cases

The Principal shall be responsible for acting on each application. He/she may provide a work/study opportunity, waive, reduce or deny the application as deemed appropriate in each case. The principal will consult with the Superintendent of Schools before rendering a decision.

Adopted: January 21, 1993

LEGAL REF.: MRSA 20A: 317