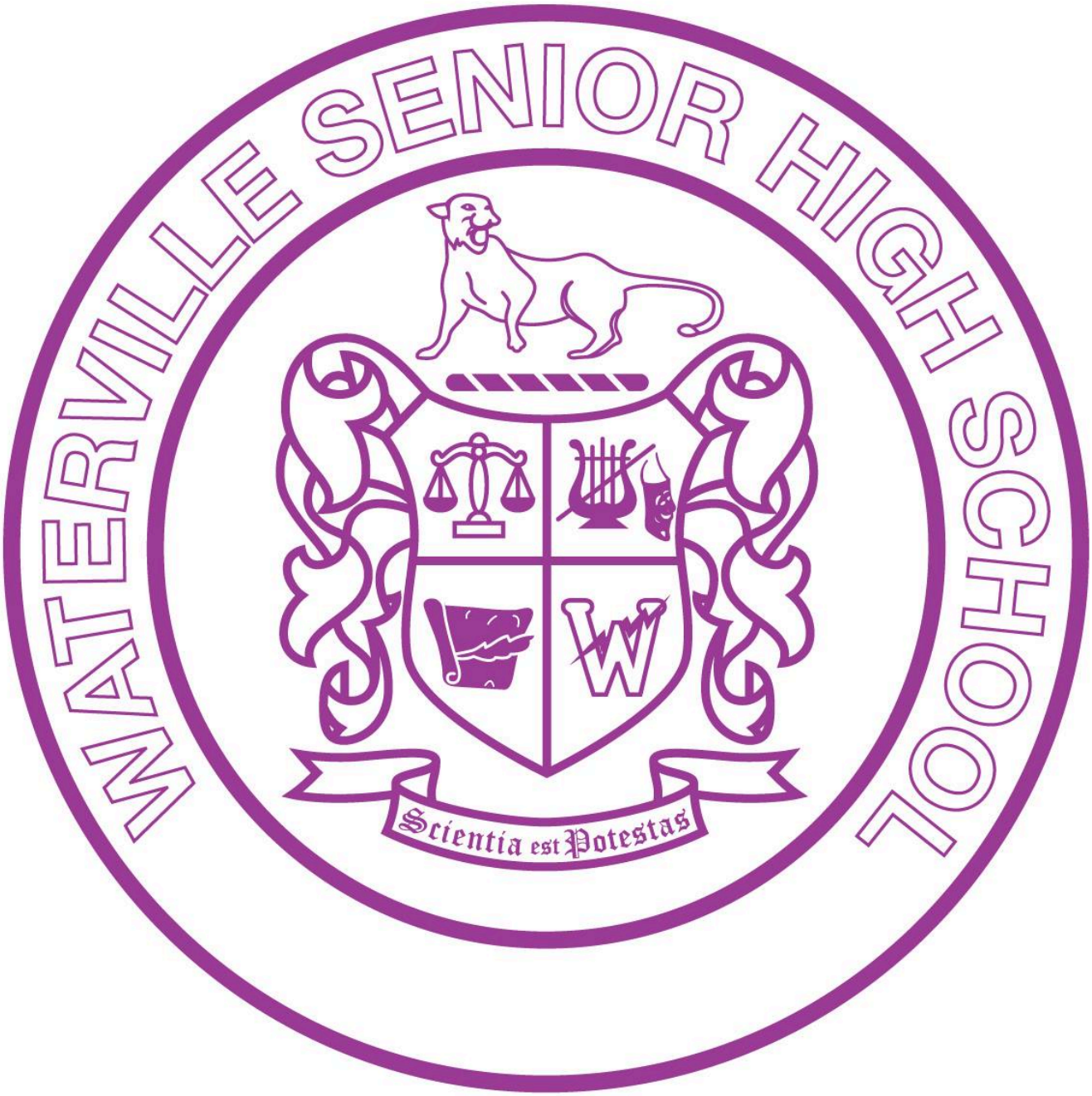
PROGRAM OF STUDIES



2025-2026

Waterville Senior High School
One Brooklyn Avenue
Waterville, ME 04901
Tel (207) 873-2751 – Fax (207) 873-7051
http://wshs.watervillek12.org/

Brian M. Laramee, *Principal*
Keith E. Mahoney, *Assistant Principal*
Heidi A. Bernier, *Director of Athletics*
Lisa Hallen, *Director of Counseling & Career Preparation*

January 31, 2025

Dear Parents/Guardians and Students,

Welcome to the Program of Studies and the course registration process for the 2025-26 school year. As many of you know, Waterville Senior High School is a municipal high school with a student population of approximately 535 students that is approved by the State of Maine Department of Education and accredited by the New England Association of Schools and Colleges. In the past few years, Waterville Senior High School has received many honors. In 2007, the school was identified by the Maine Education Policy Research Institute as one of only 14 higher performing high schools in the state. In 2010, 2013, 2014, and 2016 our school was named one of America's best high schools by U.S. News & World Report. In 2023, the National Federation of State High School Associations (NFHS), in collaboration with the Maine Principals Association, named our school as its 2023 NFHS Performing Arts School of Excellence. Offerings in the arts include a music program with courses in orchestra, band, and chorus from which students are regularly selected to participate in the All-State program; a strong visual arts program; multiple AP offerings; career and technical options; and a drama program that produces a full length musical each fall and regularly places in the one-act play competition. Waterville Senior High School students also enjoy regular success in their extracurricular activities.

The selection of classes and programs will affect your quality of education for the coming year. Students who are challenged and engaged will gain the maximum benefit from their classes. The choices you make today will greatly influence your high school experiences and impact your future opportunities.

Our goal is to provide complete and comprehensive offerings for every student. Requests are honored as often as possible and changes are discouraged once the school year begins. Not all courses listed in the Program of Studies are available every year; when in doubt, be sure to check with your teachers, school counselor, or the options available in Infinite Campus. Changes may occur in some courses prior to the completion of the master schedule. Please direct any questions to the guidance office.

Sincerely,

Brian Laramee, Ph.D

Principal

Abbreviations: CP=College Prep AP=Advanced Placement

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COURSE SELECTION GUIDELINES

ACADEMIC LOAD

All students in grades 9-11 must be enrolled in a minimum of six blocks or the equivalent. Students in grade 12 must be enrolled in a minimum of five blocks or the equivalent. An exception to this rule may be made by the principal in the case of unusual circumstances.

GRADUATION REQUIREMENTS

At the start of each school year, students and parents/legal guardians need to know the standards for attaining a high school diploma in order to plan an appropriate educational program to meet that goal. Standards for graduation will include criteria and learning outcomes that students will demonstrate at specific levels of competency. Students and parents/guardians will be apprised of specific optional or mandatory academic interventions that are deemed necessary in order for a student to attain a high school diploma.

The Board has approved the following as minimum requirements for graduation.

A. The student must successfully complete a total of 23 credits, which include the following:

English	4 Credits
Mathematics (Two Pathways) ● Applied Alg 1, Applied Geometry, and Statistics and Probability, or College Math ● CP Alg. 1, Geometry, and Algebra 2 or higher	3 Credits
Social Studies ● USA in the World 1, 2, 3, 4 (½ Credit Each = 2 Credits) ● History Elective 1 (½ Credit) ● History Elective 2 (½ Credit)	3 Credits
Science ● Physical Science ● Biology ● Chemistry	3 Credits
Health	0.5 Credit
Physical Education	1 Credit
Visual Performing Arts	1 Credit
Career Preparation (Three Pathways) ● Career And Life Computer Science ● Explorations In Computer Science - AI, Programming, and Cybersecurity ● JMG	0.5 Credit

Electives	7 Credits*

1. Students who require additional time or specialized instruction for meeting stated performance standards may be required to participate in specific courses or academic interventions.
2. The remaining credits may be selected by the student based upon the student's interests, abilities, and requirements of the field that the student plans to enter upon graduation.
3. All credits must be approved by the principal.
4. Students transferring to Waterville Senior High after the start of the 2nd semester of their senior year must be on track to graduate from their previous institution in order to graduate in June with a Waterville Senior High School Diploma. Those not on track to graduate from their previous school will be required to take at least one additional course in the summer or the fall prior to being awarded a Waterville Senior High School Diploma. Under exceptional circumstances, the building principal may waive this requirement.

B. Ten Hours of Community Service *(prorated for those students that transfer to WSHS after their 9th grade year)* must be completed prior to earning a WSHS diploma. For current students, the number of hours will be prorated as follows.

Class of 2025: 2.5 hours
Class of 2026: 5 hours
Class of 2027: 7.5 hours
Class of 2028 and beyond: 10 hours

*Adopted March, 2024. One additional elective is required for students to graduate from Waterville Senior High School. Required electives will be prorated as follows for current students.

Class of 2025: 6.25 credits
Class of 2026: 6.5 credits
Class of 2027: 6.75 credits
Class of 2028 and beyond: 7 credits

The additional credit can be earned by attending and participating in SWAP and Advisory (0.25 per academic school year) or by taking an additional class.

Plans and interventions will be developed and implemented to assist individual students in meeting graduation requirements.

Students who elect to take a pre-approved college course may use this course as high school credit. Required Waterville Senior High School courses may be fulfilled through a college course. A college course will count as one of the minimum number of courses in a given semester. Grades from college courses will not be a factor in a student's GPA or honor roll status. All college courses must be pre-approved by the student's School Counselor and/or principal.

Any student who fails a subject for the year may have the option of making up this credit through the Adult Education Program or through credit recovery with prior approval by the student's School Counselor.

Students who have no alternative with day school classes, due to previous failures, may choose to take a course through Adult Education in order to be eligible to graduate. All Adult Education options must be approved by the principal.

Online courses taken for credit must be pre-approved by the principal.

SCHOOL COUNSELING SERVICES

The School Counseling Department offers on-going support and information to students and their parents throughout the four years of high school. Counselors are available for academic counseling and to serve as referral agents to community agencies and resources. The School Counseling program focuses on academics/postsecondary planning, career awareness and social/emotional health. Our office umbrella includes three school counselors. Other clinicians (as available) accept ongoing mental health treatment referrals.

Upon enrollment at Waterville Senior High School, each student is assigned a school counselor by alphabet. Students are encouraged to take initiative in seeking the assistance of a counselor, and parents are encouraged to participate in all aspects of the School Counseling program.

ADMISSIONS GUIDELINES FOR COLLEGES

Students should keep in mind that subject and scholarship requirements for entrance to universities and colleges change from time to time, with a general trend toward higher standards. Also, colleges have requirements which often vary from program to program within the institution. To ensure that requirements will be met, students and parents should check the website of the school in which there is an interest. A conference with the student's counselor is encouraged at any point in the year.

Many 4-year colleges have established these minimum course requirements:

English	4 credits
Mathematics	3 - 4 credits (often including Algebra 2)
Science	3 credits (2 must be labs)
Social Studies	3 credits
Modern & Classical Languages	2 credits (same language)

PLANNING AND SELECTING AN ACADEMIC PROGRAM

1. Thoroughly read the Program of Studies.
2. Study the requirements for graduation.
3. Develop a sequence of courses that meets both graduation requirements and post-secondary plans.
4. Discuss course selections with parents, teachers, and counselors.
5. Request next year’s courses through Infinite Campus (new, 01/2021)
6. Not all courses in the Program of Studies will be offered for course registration and sometimes, courses will be added or reduced based on student interest. Check with your school counselor for the most up-to-date courses available. In addition if you have any questions about opportunities at WSHS, at nearby high schools, or nearby colleges, please see your school counselor.

BLOCK SCHEDULING

Waterville Senior High School offers an eight (8) block scheduling cycle which takes place over two days, four (4) blocks per day. Each block is approximately 70 minutes long. Most classes meet during only one of the blocks; however some classes utilize two blocks. School starts at 7:50 a.m. and ends at 2:15 p.m.

SCHEDULE CHANGES

Because schedule changes have a serious effect on class size, teacher assignments, and the overall master schedule, they are infrequently made. Students and parents should not plan a program with the idea that it can be changed later. We discourage schedule changes with the exception of placement errors (for example, if a student was placed in CP Physical Science instead of Applied Physical Science). Once a class is in progress, any schedule change request must involve a conversation between the parent, teacher, and student.

WITHDRAWING FROM CLASSES:

There may come a time when a student, teacher, or parent/guardian wishes to make a change in schedule during the academic year.

Reasons for changing a schedule:

- School counselor's data input error
- Misplacement: a student needs a reduction or increase of academic rigor/challenge in order to be successful in the class.
- Medical/Other: A student's medical or mental health needs require a change in placement

When a student changes to a different class after the first marking period (Q1) they will have a W for "withdraw" listed on their official transcript.

-Students seeking a schedule change must speak with their parent/guardian, school counselor, and the teacher to discuss the reasons why the change is necessary.

-If a student is moving to a different class within the discipline, (for example, moving from College Prep English 2 to Modern English Workshop 2), their earned grade will be the starting point of their new class.

-Athletic/co-curricular eligibility rules apply to any course changes: – If a student withdraws from a course while they are failing, it counts as a failing grade for the next eligibility check. If a student is failing a class and moves to a different level of that class, the grade moves with them. Grades would be assessed at the next grade checkpoint. It is a student's responsibility to check with their coach, advisor, and/or Athletic Director about any impacts to eligibility.

-Students may not withdraw from any course after the 50% completion mark unless the withdrawal is due to medical reasons with the appropriate documentation.

FAILED COURSES/REMEDIATION

Students may remediate failed courses. These courses must be approved by the principal or school counselor. Options for these credits include but are not limited to:

1. Adult Education – Juniors or seniors who have failed a required class for graduation may make up that course through Adult Education during the junior year or beyond. Seniors who are unable to access a required course in their day school program may choose to take an adult education course.
2. Courseware: We have an online credit recovery program for students who fail a class or are behind in credits. Enrollment in Courseware is on a case by case basis. Please see your school counselor. Courseware classes are pass/fail and are not used for honor roll.

REPEATED COURSES/AUDITED COURSES

With teacher recommendation, a student may repeat a course in which they have already earned a passing grade and a credit. In this case, the student will not receive a credit for the repeated course. The student's grade will be reported on the transcript, but the student's GPA will not be affected. Students will be expected to complete all assignments and may consider this course as one of the required minimum courses for eligibility.

SPECIALIZED PROGRAMS

ADVANCED PLACEMENT©

ADVANCED PLACEMENT© (AP) courses are offered in Statistics, Biology, Calculus AB, Calculus BC, Microeconomics, Macroeconomics, United States Government and Politics, English Literature and Composition, English Language and Composition, Studio Art, United States History, Chemistry, and Physics. Courses are offered based on student interest, and may change from year to year. These courses prepare the student to sit for the ADVANCED PLACEMENT© Examination in May, which offers the student an opportunity for college credit and/or ADVANCED PLACEMENT© at the college in which the student enrolls.

If a student is interested in an AP course that is not offered at the WSHS, they have the option of utilizing AP4ME courses. These are AP classes taught online by certified teachers through the University of Maine at Fort Kent. To sign up for these, students must see their school counselor prior to the start of the school year.

COLLEGE COURSES

Beginning in 2020-2021, Maine public high school students are eligible to take up to 12 free public college credits per year (typically the equivalent of 4 college classes). Students must meet prerequisites. Most offerings are available in an online format. Students use the platform https://explorec.maine.edu/ or https://oncourse.mccs.me.edu/ to search for and enroll in free college classes. However, dual enrollment credits and college courses offered through WSHS or MMTC count toward the 12 free credits. Students will be charged a reduced rate for tuition for credits that exceed 12 per year.

Private colleges, such as Thomas, Colby, or Husson also provide some free college opportunities, depending on their enrollment and prerequisites. For more information, please see your school counselor.

Enrollment in these courses is subject to the approval of the post-secondary institution and the availability at the time of course registration at the college. Students who elect to take a pre-approved college course may use this course as high school elective credit. A college course will count as one of the minimum number of courses in a given semester. Grades from college courses will not be a factor in a student's GPA or honor roll status. All college courses must be pre-approved by the student's school counselor.

INDEPENDENT STUDY

Independent study is designed to meet the needs of a student who:
a) wishes to pursue an interest beyond the regular curriculum or
b) has unworkable scheduling conflicts and has been invited by a teacher to participate in an Independent Study on their own time.

The student is responsible for obtaining a teacher/supervisor who is a member of the WSHS teaching staff. The teacher must complete an Independent Study form that describes the proposed expectations. Enrichment-based Independent Study* classes may not be used as part of the required course load, as a student's fifth or sixth class, or towards athletic eligibility. They can be used to enrich a student's schedule beyond the minimal course load.

Curricular Independent Study classes: If an independent study class uses identical curricula that has been approved by the WSHS curriculum committee, that student will earn a grade and credit that will contribute to their GPA. The course can also be used as a 5th or 6th class for eligibility.

**Enrichment-based Independent Study classes: If an independent study class is an enrichment or extra-curricular activity that does not have an approved curriculum, then it will be considered pass/fail with credit, listed on their transcript, but will not count towards a student's GPA.*

ADVISOR/ADVISEE PROGRAM

All students are assigned to a small heterogeneous group of fewer than 20 students as freshmen, and remain with their advisor for their tenure at Waterville Senior High School. Each group meets daily for a 10 minute homeroom period and once weekly for community meeting. Throughout high school, groups work together on various tasks such as: Spirit Week, Winter Carnival, charitable activities, and celebrations. The Advisory program provides .25 credit each year on a pass/fail basis.

ALTERNATIVE PROGRAMMING

Waterville Senior High School offers an Alternative Education program for approximately 35 students. Students may take a combination of courses at Waterville Senior High School, Mid-Maine Technical Center, the Alternative School, and Adult Education. Courses are offered in conjunction with field trips, service learning projects and other educational practices proven to be effective in meeting a student's needs. The operation is designed to be flexible with responsibility for choices being the main objective.

The **Alternative School** is an integral part of Waterville Senior High School. Students in this program may avail themselves of all the high school activities, courses, and facilities. Credit is granted for each course completed. Admission to the Alternative School is achieved through referrals from school administrators or school counselors. Interested students are asked to talk with their school counselor for a referral. A final decision about admission will be made based on a discussion with the student and consideration of all pertinent information.

SPECIAL SERVICES

Students identified as having an IEP are provided services and educational programs through Special Education. The goal is to help students have academic and social success through individual or small group instruction. Students may be placed in one or more of the listed courses through the IEP team determination. Each student with an IEP is assigned a case manager who is responsible for monitoring implementation of the IEP. Junior High and High School case managers will review each student's IEP for accurate placement in high school classes.

PRE-VOCATIONAL PROGRAMS: This program is designed for, but not limited to, students in grade 9-12 with intellectual disabilities. These classes teach English, Math and Employment skills using a functional life skills curriculum. The morning class operates a daily breakfast cafe from 8-9:15 am.

SPECIAL EDUCATION COURSES: These courses include Basic English and Basic Math. The individualized course replaces a general education class. Students will be exposed to similar materials and Maine Learning Results Standards that the general education classes follow, with a focus on strategies to improve academic skills. Supplemental materials will also be used to assist in learning. *One year: 1 credit*

ACADEMIC REINFORCEMENT: This course provides the students time to work on IEP goals and objectives, receive individual or small group help and work towards completing assignments. Students are taught study and organization skills as well as participate in transition planning. *One year: 1 credit*

ESOL SERVICES (English to Speakers of Other Languages)

Services for multilingual students will support the learning process of qualifying students in the Waterville Public School System. Students who qualify as Limited English Proficient (LEP) will be assigned to receive ESOL services in order to improve their English language skills. For service qualifications, refer to the Individualized Language Acquisition Plan (ILAP) in the school's folder for the student. In addition, the multilingual student may receive services to develop strategies to successfully complete the requirements of content area classes. Multilingual students can continue to participate in the program until they are qualified to exit, and/or until their test scores show that adequate progress has been made. As often as possible, multilingual students will be assigned to regular classrooms where teachers will modify and/or amplify curriculum and classroom expectations according to the students' levels of English language proficiency.

NEWCOMER ENGLISH 902 - Newcomer English is strictly for students who score below a 2 on the WIDA Screener test of the English language or the WIDA ACCESS test of the English language. In this class students will learn the first two hundred words of English along with early word families and critical English words to navigate school and home life in the U.S. The focus will be on reading, writing, speaking, and understanding English for beginners. *One year, 1 credit.*

ESOL ENGLISH 901, 905 & 906- These courses are designed for ESOL students who have pre-production (stage I) or early production (stage II) level English abilities. These students may be classified by the Maine Department of Education as SLIFE (Students with Limited or Interrupted Formal Education) and/or newcomers to the English language. The course will provide these students with a foundation in reading, writing, speaking, and listening necessary to be successful in mainstream classes. ESOL English classes will be grouped according to student familiarity and/or testing. *Placement determined by initial LAC meeting. One year: 1 credit*

ESOL MATH- This course is designed for ESOL students who have pre-production (stage 1) or early production (stage II) English language abilities and very little exposure to mathematics. These students may be classified by the Maine Department of Education as SLIFE (Students with Limited or Interrupted Formal Education) and/or newcomers to the English language. This course will provide these students with the necessary understanding of "mathematics language" as well as the skills to transition to a mainstream classroom appropriate to their math abilities. ESOL Math classes are grouped in three sections:

200: ESOL Math Newcomer
202: ESOL Math Algebra
203: ESOL Math Geometry
Placement determined by initial LAC meeting. One year: 1 credit

ESOL ACADEMIC REINFORCEMENT 952: This course provides the students time to work on ILAP goals and objectives, receive individual or small group help with assignments in mainstream classes, and focus on English language skills. Students are also taught organization, study habits, and other skills required to be successful at Waterville Senior High and after graduation. *Placement determined by initial LAC meeting. One year: 1 credit*

ENGLISH

OVERVIEW

Every student must enroll in an English course each of the four years of high school and obtain four credits in order to graduate. Required courses last for a full year and are worth one credit. Students are recommended for a particular level by their present English teacher. In place of standard courses in English, students may be eligible for junior and senior Advanced Placement classes.

The *Common Core State Standards Initiative* adopted by 48 states including the state of Maine has specific standards in four areas of English: reading, writing, speaking and listening, and language. A student mastering these standards will demonstrate independence, build strong content knowledge, and respond to varying demands of audience, task, purpose and discipline. They will comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and come to understand others' perspectives and cultures. The following standards and skills are incorporated into WSHS's English curriculum and are addressed all four years of English classes.

College and Career Readiness Anchor Standards for Reading
Key Ideas and Details
Craft and Structure
Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

College and Career Readiness Anchor Standards for Writing
Text Types and Purposes
Production and Distribution of Writing
Research to Build and Present Knowledge
Range of Writing

College and Career Readiness Anchor Standards for Speaking and Listening
Comprehension and Collaboration
Presentation of Knowledge and Ideas

College and Career Readiness Anchor Standards for Language
Conventions of Standard English
Knowledge of Language
Vocabulary Acquisition and Use

GRADE NINE

MODERN ENGLISH WORKSHOP 1 313: This course is designed to address the needs of the student reading below grade level. Reading fluency, vocabulary development and writing skills will be addressed with the goal of significant gains towards functional high school literacy. Students will read high interest novels, short stories and nonfiction, including newspapers and magazines. Writing assignments will focus on developing ideas and communicating them clearly in paragraphs, essays, journals, and letters among other things. *Prerequisite – Recommendation of Grade 8 teacher, NWEA scores and grades. One year; 1 credit.*

CP ENGLISH 1 312: This course is a literature and writing class focusing on a variety of written works: novels, plays, short stories, poetry and nonfiction. Emphasis is on developing skills of analysis and familiarity with different types of literature. Various writing styles are explored with the most attention given to argument and informative/explanatory writing. Vocabulary and grammar are also included in the curriculum. Hands-on projects and group work help students show their learning and knowledge of the material. Homework will include reading and writing assignments.
Prerequisite – Recommendation of Grade 8 teacher. One year; 1 credit.

HONORS ENGLISH 1 311: This course is an intensive discussion-based class focusing on analytical writing and the study of literature for the highly motivated student. A variety of novels, plays, short stories, and poetry are read. Analytical skills are introduced and stressed both in the interpretation of literature and in writing arguments and informative/explanatory papers. Vocabulary and grammar studies are also part of the curriculum. Substantial amounts of reading and writing will be assigned. *Prerequisite – Recommendation of Grade 8 teacher. One year; 1 credit.*

GRADE TEN

MODERN ENGLISH WORKSHOP 2 323: This course is focused on the practical needs for literacy in today's world. Students will read high interest novels, short stories and non-fiction, including newspapers and magazines. Writing assignments will focus on developing ideas and communicating them clearly in paragraphs, essays, journals, and letters among other things. Vocabulary and grammar studies are included in this class. Most assignments are completed in class. *Prerequisite – Recommendation of previous English teacher. One year; 1 credit*

CP ENGLISH 2 322: This course is a literature and writing class focusing on a variety of written works: novels, plays, short stories, poetry, and nonfiction. Emphasis is on developing skills of analysis and familiarity with different types of literature. Various writing styles are explored with the most attention given to argument and informative/explanatory writing. Vocabulary and grammar are also included in the curriculum. Hands-on projects and group work help students show their learning and knowledge of the material. Homework will include reading and writing assignments.
Prerequisite – Recommendation of previous English teacher. One year; 1 credit.

HONORS ENGLISH 2 321: This course is an intensive discussion-based class for the highly motivated student focusing on argument and informative/explanatory writing and the study of literature. A variety of novels, plays, short stories and poetry are read. Analytical skills are introduced and stressed both in the interpretation of literature and in writing expository papers. Vocabulary and grammar studies are also part of the curriculum. Substantial amounts of reading and writing will be assigned. *Prerequisite – Recommendation of previous English teacher. One year; 1 credit.*

GRADE ELEVEN

MODERN ENGLISH WORKSHOP 3 333: This course is focused on the practical needs for literacy in today's world. Students will read high interest novels, short stories, and non-fiction including newspapers and magazines. Writing assignments will focus on developing ideas and communicating them clearly in paragraphs, essays, journals, and letters among other things. Vocabulary and grammar studies are included in this class. Most assignments are completed in class. *Prerequisite – recommendation of previous English teacher. One year; 1 credit.*

CP AMERICAN LITERATURE 3 332: This course is an exposure to important literary works and themes from the colonial period to the present. This class is structured for students who plan to attend a two-year or four-year college and will include reading and analyzing literature and communicating effectively through the written and spoken word. Students will write argument and informative/explanatory papers, practice proofreading and editing skills, create workplace documents and prepare and give presentations. SAT vocabulary and grammar studies are also part of the curriculum. Attention is given to technical writing skills and coursework that is relevant to student needs and workplace situations. Homework will include reading, writing, research, and editing assignments. *Prerequisite – Recommendation of previous English teacher. One year; 1 credit.*

HONORS AMERICAN LITERATURE 3 331: This course is an exposure to important literary works and themes from the colonial period to the present. A variety of novels, plays, essays and poetry will be read. Emphasis is placed on understanding the connections and differences between these works and our culture today. SAT vocabulary, argument and informative/explanatory papers and essays are emphasized in the curriculum, in addition to creative projects. Substantial amounts of reading and writing will be assigned. *Prerequisite – Recommendation of previous English teacher. One year; 1 credit.*

AP ENGLISH LANGUAGE AND COMPOSITION 338: This course is a college-level course designed to strengthen already strong reading, writing, and analytical thinking skills. Through the study of both American literature and nonfiction writing, students will explore various language techniques and elements of style. The workload in the course is demanding and will require substantial out-of-class reading and writing. Students considering this course should have a strong understanding of English grammar and usage. Students who enroll in this course should consider

taking the AP Language and Composition examination in the spring for possible college credits. *Prerequisite – Recommendation of previous English teacher. Successful completion of summer reading and writing requirements. One year; 1 credit.*

GRADE TWELVE

MODERN ENGLISH WORKSHOP 4 343: This course is focused on the practical needs for literacy in today's world. Students will read high interest novels, short stories, and non-fiction including newspapers and magazines. Writing assignments will focus on developing ideas and communicating them clearly in paragraphs, essays, journals, and letters among other things. Vocabulary and grammar studies are included in this class. Most assignments are completed in class. *Prerequisite – recommendation of previous English teacher. One year; 1 credit.*

CP WORLD LITERATURE 4 342: This course is an exposure to important literary works and themes from around the world. This class is structured for students who plan to attend a two-year or four-year college and will include reading and analyzing literature and communicating effectively through the written and spoken word. Students will write argument and informative/explanatory papers, practice proofreading and editing skills, create workplace documents and prepare and give presentations. SAT vocabulary and grammar studies are also part of the curriculum. Attention is given to technical writing skills and coursework that is relevant to student needs and workplace situations. Homework will include reading, writing, research, and editing assignments. *Prerequisite – Recommendation of previous English teacher. One year; 1 credit.*

HONORS WORLD LITERATURE 4 341: KVCC ENG 101:COLLEGE COMPOSITION & ENG 121: INTRODUCTION TO LITERATURE

This yearlong 12th grade English course is a concurrent enrollment course with Kennebec Valley Community College (KVCC). College Composition emphasizes critical reading and thinking as part of the process of clear and effective writing. Various writing skills will be practiced and applied through numerous writing assignments. Students will also be required to conduct research and write an essay based on that research. College Composition values the process of writing, and students will actively engage the revision process. Introduction to Literature, a humanities course, will provide students with the opportunity for personal growth and insight into social problems as revealed through literature. Students will read and discuss a selection of short stories, plays, poems, and novels. Students who successfully complete this course will receive 1 WSHS English credit. Students that successfully complete the course with a "C" or better will also receive 6 credits from KVCC (3 credits for ENG 101 and 3 credits for ENG 121). *Prerequisite – Recommendation of previous English teacher. One year; 1 credit.*

AP LITERATURE AND COMPOSITION 348: This course prepares students for the English Literature and Composition Advanced Placement Examination and places emphasis on students becoming active readers of literature. It demands the careful and deliberate reading of a variety of literary works, learning how to make careful observations of textual detail, and drawing inferences from these observations that will lead to an interpretive conclusion about the meaning and value of the explored work. Writing instruction includes the development of ideas in clear, coherent, and persuasive language with emphasis placed on helping students to develop a stylistic maturity. In addition to extensive reading, students will write numerous analytical analyses and "reaction" papers and will discuss works in small and large groups. *Prerequisite – Recommendation of previous English teacher. Successful completion of summer reading and writing requirements. One year; 1 credit.*

ENGLISH ELECTIVES

CREATIVE WRITING 347A/B: This course is a one semester elective open to all students. It will provide opportunities for students to try their hand at writing fiction, nonfiction, and poetry. Students will share their work, learn to critique and be critiqued with an eye to honing their own unique skills and voice. They will experience a collegiate workshop environment that will push them to produce their best work and encourage them to pursue their passions. This course is an elective and may not replace any of the required four credits of English. *One semester. ½ credit.*

POP CULTURE ENGLISH 306A/B: Pop Culture English is about *experiencing* English in the real world. In this class you will learn to "read" things you see on the internet every day like viral videos, articles, memes - even your favorite celebrity's Instagram feed. You will question, connect, hypothesize, and analyze "texts" of your choice, including text messages, social media posts, and your favorite video games. The ideas you explore are up to you! You'll ask questions- how do I find out if a rumor is true? Is that article my friend posted real or full of baloney? What are the circumstances surrounding that hilarious five second video clip that's trending? You will view, research, discuss, and *create* a variety of projects out of your newfound knowledge. *One semester; ½ elective credit.*

FILM & COMPOSITION (S) 352A/B: This two-semester course will use the study of film as a springboard to engage in analytical writing. Students will have the option of taking just one or both semesters. Students will explore formal and stylistic features of film craft, including lighting, color, sound, editing, and narrative structure. Students will watch films from a variety of genres, including romantic comedy, film noir, and melodrama. The first semester will focus on films from the Silent Era through approximately 1960, whereas the second semester will proceed from the 1960s to the present day. We will watch films by directors such as Charlie Chaplin, Billy Wilder, Orson Welles, Yasujiro Ozu, and Alfred Hitchcock (first semester) as well as Stanley Kubrick, Andrei Tarkovsky, Akira Kurosawa, Steven Spielberg, Martin Scorsese, and Ang Lee (second semester). Students will read film commentary and reviews, write reaction papers, and produce a short, argumentative research paper at the end of each semester. *One semester. ½ elective credit.*

MATHEMATICS

The Mathematics Department offers a variety of courses, ranging from general mathematics to ADVANCED PLACEMENT©. Curricula for the math courses are aligned with the Maine Learning Results. The mathematics department faculty recommends that a student who is not entirely comfortable moving to the next consecutive level discuss the academic options with his/her current instructor.

The Mathematics department strongly focuses on the following learning expectations.

- Each student shall be a clear and effective communicator
- Each student shall be a creative and practical problem solver

OVERVIEW

The Maine Learning Results which incorporate the Common Core State Standards (CCSS) for Mathematics are organized by grade level in Grades K–8. At the high school level, the standards are

organized by conceptual categories showing the body of knowledge students should learn in each category to be college and career ready, and to be prepared to study more advanced mathematics.

The High School Mathematical Practice Standards are listed in conceptual categories. These categories are:

- Quantitative Reasoning
- Algebraic Reasoning
- Geometric Reasoning
- Statistical Reasoning

Students will use scientific and graphing calculators in Algebra I and beyond. Whenever appropriate, students will be exploring solutions to problems through the use of scientific and graphing calculators to support pencil and paper solutions. It is therefore recommended that, whenever possible, students have access to a scientific or graphing calculator. The department has scientific and graphing calculators for students who might need them. Departmental recommendation for those purchasing their own is the Texas Instruments Series.

Students need three math credits for graduation. These courses can be taken in any order a student wishes as long as prerequisites are met.

FOUNDATIONS OF ALGEBRA 1 229: This course gives a hands-on approach to the typical Algebra 1 course. It emphasizes signed numbers, positive, negative and zero exponents, equations and graphing of linear functions, algebraic equations, systems of equations and factoring. Word problems in one and two variables are emphasized. *One credit or every other day all year =one credit.*

CP ALGEBRA I 231: The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. Both the study of Descriptive Statistics and Probability are continued in this course. *One year; 1 credit.*

FOUNDATIONS OF GEOMETRY 269: This course is a rigorous, hands-on approach to high school geometry concepts in one year. Foundations of Geometry is heavy on word problems and workplace applications. Topics include problem solving, measurement, proportional mathematics, two and three dimensional shapes, trigonometry, spatial visualization, diagramming, and geometric transformations. Additional topics may include quality assurance and process control, logic, and additional workplace applications. Laboratory activities and visitations to technical/community colleges and job sites are also included in the curriculum based on student needs and available resources. *Prerequisite – Algebra I. Every other day all year = one credit*

CP GEOMETRY 263: This course in Euclidean Geometry is an inductive approach to developing theorems about plane figures, with an emphasis on parallelograms, triangles, and circles. Also included are area and volume problems. *Prerequisite - Algebra I. One year; 1 credit.*

HONORS GEOMETRY 268: This course in Euclidean Geometry is for those students who are in the ADVANCED PLACEMENT© pathway. It is a more rigorous course than 263. An inductive approach

to develop theorems about plane figures. *Prerequisite – Departmental recommendation or junior high school recommendation and algebra 1. One year; 1 credit.*

COLLEGE MATHEMATICS 245: This course follows the curriculum for MS 120 (Foundations of Quantitative Analysis) at Thomas College. Topics include workplace applications of Pre-Algebra, Algebra I, and Statistics topics. Successful students will receive 3 college credits in MS 120 at Thomas College. *This is a dual enrollment partnership between WSHS and Thomas College*. *Prerequisite – Algebra 1. One year, 1 credit.*

COLLEGE QUANTITATIVE REASONING 250: Quantitative reasoning provides a foundation in critical thinking, problem solving, and mathematical skills aligned with citizenship, work force, and real-world applications. The goals of this course are to engage students in meaningful mathematical experiences that will increase their quantitative and logical reasoning abilities and strengthen the mathematical abilities that they will encounter in other disciplines. Students in this course will earn 6.0 college credits in total, including KVCC MAT 111 (fall semester) and MAT 117 (spring semester*). This is a dual enrollment partnership between WSHS and KVCC. Prerequisite: Algebra 1 and Geometry.*

CP ALGEBRA II 241: This course includes the following topics: equations and inequalities, graphing linear relations and functions, systems of linear equations and inequalities, matrices, polynomials, quadratic functions and inequalities, conic sections, polynomial functions, rational expressions, and exponential and logarithmic functions. Trigonometric functions are explored. Graphing calculators are used in graphing and matrices. *Prerequisite – Algebra 1.*

HONORS ALGEBRA II 248: This course is for students who are in the ADVANCED PLACEMENT© pathway. It includes equations and inequalities, graphing linear relations and functions, systems of linear equations and inequalities, matrices, polynomials, quadratic functions and inequalities, conic sections, polynomial functions, rational expressions, and exponential and logarithmic functions. Trigonometric functions are explored. The graphing calculator is used as a tool in this course. Instructors will use an Algebra I Assessment for recommending students to take this course. A grade of 85 on this assessment is necessary for instructor recommendation. Students enrolled in Honors Algebra II may be eligible to earn 3.0 college credits in the spring semester (KVCC MAT 117). *This is a dual enrollment partnership between WSHS and KVCC. Prerequisite: Algebra 1 and Geometry. Prerequisite – Algebra 1 and departmental recommendation*. *One year; 1 credit.*

CP PRE-CALCULUS 251: This course continues the development begun in Algebra 1 and II. Practice in fundamental skills of Algebra, Geometry, and Trigonometry is provided while advanced topics are introduced and practiced. Topics include linear relations and functions, systems of equations and inequalities, natures of graphs, polynomial and rational functions, and trigonometric functions. Other topics include graphs of trigonometric functions, trigonometric identities, vectors, and parametric equations, polar coordinates, complex numbers, and conics. *Prerequisite: Algebra II in preceding year and Geometry concurrent or prior to. One year; 1 credit.*

HONORS PRE-CALCULUS 258: This course continues the development begun in Algebra I and II. Practice in fundamental skills of Algebra, Geometry, and Trigonometry is provided while advanced topics are introduced and practiced. Topics include linear relations and functions, systems of equations and inequalities, natures of graphs, polynomial and rational functions, and trigonometric functions, graphs of trigonometric functions, trigonometric identities, vectors, and parametric equations, polar coordinates, complex numbers, conics, exponential and logarithmic functions, sequences and series, combinations and probability, graph theory, limits, derivatives and integrals.

Prerequisite: Algebra II, geometry concurrently or prior to, and departmental recommendation. One year; 1 credit.

ADVANCED TOPICS IN MATHEMATICS: MAT 255: Students will engage in a variety of activities designed to aid in a deeper understanding of high school math topics. The students will be exposed to problems of increasing difficulty as they master each level. More than 80% of the time students will be required to solve problems without a calculator. The students will work together to brainstorm ways to approach difficult problems. The topics covered will be any high school math topic from Algebra I through pre-calculus. Topics will include, but are not limited to; Arithmetic and Number Theory, Equations and Inequalities, Counting Theory and the Binomial Theorem, Ratio and Proportion, Area and Volume, Probabilities and Statistics, Trigonometry, Series and Sequences, Logs and Log Equations, Complex Numbers and Conics. An assignment will be given nearly every class and is due for the next class meeting unless stated otherwise. Students will demonstrate solutions on the board and be assessed through short quizzes at each level of difficulty. *Prerequisite: Algebra 1. One year; 1 credit. Can be taken multiple times.*

CP CALCULUS 271: This course is designed for prospective mathematics majors as well as students whose primary interests are engineering, physics, business, or life sciences. This course contains an intensive review of the topics from algebra, trigonometry, and analytic geometry in an incremental development. Topics will include functions, limits, derivatives of functions, the differential and introduction to integrals. *Prerequisite – Pre-Calculus. One year; 1 credit.*

AP CALCULUS/AB 278: This course will follow the College Board syllabus for ADVANCED PLACEMENT© Calculus/AB and will be the equivalent of a rigorous semester of college calculus. Topics will include inequalities, absolute value, intervals, functions, limits, derivatives of functions, and integrals. *Prerequisite – Departmental recommendation. One year; 1 credit.*

AP CALCULUS/BC 288: This course follows the College Board syllabus for Advanced Placement Calculus/BC and is the equivalent of two semesters of college calculus. Topics will include all of the topics of AP Calculus/AB plus vectors, polar graphs, elementary differential equations and infinite series including tests for convergence.
Prerequisite – Departmental recommendation. One year; 1 credit.

FOUNDATIONS OF STATISTICS 296: We live in a data-driven world. Data is being collected everywhere and all the time. Social media, music and video streaming services, what you buy and many other kinds of data are being collected about us every day. This Introductory class will introduce data analysis and probability using real world applications in order to provide students with the essential skills needed to make informed decisions through data analysis. It can be taken concurrently with any other math course higher than Foundations of Algebra I. *Prerequisite –Foundations of Algebra I. One year; 1 credit.*

KVCC STATISTICS 299: This course is designed for students with little or no experience in statistical analysis. Topics of study include sampling methods, descriptive statistics, probability and probability distributions, normal distribution, confidence intervals, hypothesis testing, inference, regression, and correlation. Students will develop skills in collecting, examining, and interpreting data using statistical techniques. Students will be introduced to technology that can help us make decisions using data analysis. This course meets the requirements for dual enrollment in MAT 120 through Kennebec Valley Community College (KVCC). It can be taken concurrently with any other math course higher than CP Algebra I. *This is a dual enrollment partnership between WSHS and KVCC. Prerequisite – CP Algebra I. One year; 1 credit.*

AP STATISTICS 298: A college level class for students who are motivated to learn about Statistics and Probability. It covers the topics needed for the American College Board AP Statistics exam. Reasoning based on probability and statistics gives us the ability to cope with uncertainty and has astonishing power to improve decision-making accuracy and test new ideas. We will explore the theory and application of statistical techniques for data analysis. In today's *and* tomorrow's world, most statistical analysis is done on calculators or computers. Students will learn how to perform statistical analysis on TI-84 calculators as well as more traditional techniques. *Prerequisite – Algebra II. One year; 1 credit.*

SCIENCES

OVERVIEW

Three years of science will be required for graduation. This ensures that all graduates will receive adequate instruction in the current state standards. The sequence will be Physical Science (either 111 or 113), Biology (either 121 or 123), and Chemistry (either 148, 151, or 153). There will be no specific laboratory requirement, as each of these courses places heavy emphasis on laboratory work. All three courses will include the basic content standards found in a traditional course, but will contain an engineering component as well as earth science content standards woven throughout the curriculum. Individual colleges may have different guidelines for their requirements, so students should work with their guidance counselor to ensure that these requirements are met.

Electives include: CP Physics, Introduction to Forensics, Human Anatomy and Physiology, Environmental Science, and Alternative Energy as well as three AP courses (Chemistry, Biology, and Physics - run by student interest each year).

Most upper level science courses have a strict mathematical prerequisite because of the mathematical nature of these classes. It is required that the student select a suitable course in mathematics in conjunction with the selection in science. Please note courses that carry 1 ½ credits meet daily. In college preparatory science classes, there will be great emphasis on the use of technology as a learning tool.

PHYSICAL SCIENCE - This is the first year of the required three year sequence in science. Placement is determined based on math class placement and teacher recommendation. This mandatory introductory class introduces and establishes the departmental requirements for scientific literacy and communication.

APPLIED PHYSICAL SCIENCE 113: This course will explore the topics of the Laws of Motion, Kinetic and Potential Energy, and Heat and Temperature. Earth science concepts that align with the current state standards will also be covered. This course will build the mathematical foundation for further studies in science and will focus on the development of scientific literacy and communication skills. The process of science as well as engineering design will be incorporated throughout the year. *Prerequisite - None*. *One year; 1 credit.*

CP PHYSICAL SCIENCE 111: This is a survey of laboratory oriented physical science and earth science topics emphasizing mathematical application and scientific and engineering practices. The process of science will be a major emphasis and will be assessed throughout the year. Major topics

will include the Laws of Motion, Kinetic and Potential Energy, and Heat and Temperature. Earth science concepts that align with the current state standards, including the origins of the universe and plate tectonics, will also be covered. *Prerequisite - Must be enrolled in Algebra I or higher. One year; 1 credit.*

<u>BIOLOGY</u> - This is the second year of the required three year sequence in science. Placement is determined based on math class placement and teacher recommendation.

APPLIED BIOLOGY 123: This course will provide students with a qualitative overview of biological principles as well as scientific process. Topics to be considered will include: cell biology, genetics, ecology, and classification systems. Earth science topics that are in current state standards concerned with the history of the earth and interactions in the biosphere will also be included. Students will be routinely engaged in laboratory activities that stress proper lab techniques and underscore the practical significance of the topic under study. *Prerequisite – Successful completion of Physical Science and teacher recommendation. One year; 1 credit.*

CP BIOLOGY 121: This laboratory oriented college preparatory course will cover subject matter dealing with the unity, diversity, and continuity of life; the comparative study of anatomy and physiology of unicellular and multicellular organisms; the study of fundamental ecological principles; and the impact of biological technology on society. Earth science topics that are in the new science standards concerned with the history of the earth and interactions in the biosphere will also be included. Students enrolled in this course generally expect to go to a four-year college. Students must have passed Algebra I before taking this class. We **<u>strongly</u>** recommend that a student complete College Prep Physical Science with a grade of 75 or higher before taking this course. *Prerequisite – Algebra I One year; 1.5 credits.*

AP BIOLOGY 128–runs on even graduation years based on interest: ADVANCED PLACEMENT© Biology is a freshman level college course. The updated College Board curriculum covers the four “Big Ideas”. In addition the students will work to develop 6 identified Science practices. Students who pass the AP exam in May may receive college credit or advanced standing with participating institutions. *Prerequisite – CP Biology, Chemistry, and approval of instructor. One year; 1.5 credits.*

<u>CHEMISTRY</u> - This is the third year of the required three year sequence in science. Placement is determined based on math class placement and teacher recommendation.

APPLIED CHEMISTRY 153: This course is intended for students who may need additional instruction in quantitative work It will reinforce those quantitative skills needed by students enrolled at MMTC. The course will include the following topics: atomic structure, periodicity, chemical reactions and bonding, stoichiometry, gas laws, solubility, acids and bases, electrochemistry, and climate change. The concepts will be reinforced through the use of traditional laboratory and calculator based experiments, as well as computer simulations. This course involves participation in a citizen science project. *Prerequisite – Algebra I or equivalent and Biology. One year; 1 credit.*

CP CHEMISTRY 151: This is a laboratory oriented college preparatory course with a strong mathematical component. Some of the topics include states of matter, atomic and electronic structure, the periodic table, bonding, the mole concept, reactions, gas laws, solubility, acids and bases, stoichiometry, electrochemistry, and climate change. This course involves participation in a

citizen science project. We **strongly** recommend that a student complete College Prep Biology with a grade of 75 or higher before taking this course. Completion or co-enrollment in CP Algebra II is **strongly** recommended. *Prerequisite –Alg I and Biology-One year; 1.5 credits.*

HONORS CHEMISTRY 148: Honors Chemistry is intended for qualified students who have successfully completed CP Biology and who have a strong interest in pursuing a career in science. The same topics as described in Chemistry 151 will be covered, with more emphasis on the quantitative nature of the material. Students enrolled in this course should have skill and interest in mathematics and science and generally expect to attend a four-year college. This course involves participation in a citizen science project. Completion of Algebra 2 and or co-enrollment in Pre-calculus is **strongly** recommended. *Prerequisite – Completion or Co-Enrollment in Algebra 2 and teacher recommendation. One year; 1.5 credits.*

AP CHEMISTRY 158–runs on odd graduation years based on interest: ADVANCED PLACEMENT© Chemistry is a freshman level college course. This course is intended as a second year of chemistry for motivated science students who excelled in Chemistry 148 or 151. The course will cover the nine units outlined in the AP Chemistry curriculum. It will emphasize depth over breadth, and will expose students to recommended science practices that will lead to enduring understanding. Upon completion of the course students will be expected to take the College Board Examination. Successful students may receive college credit or advanced standing with participating institutions. *Prerequisite – Algebra II, exemplary performance in CP or Honors Chemistry, and approval of the instructor. One year; 1.5 credits.*

PHYSICS- These elective courses are strongly recommended for all students planning to attend a four year college (particularly those seeking a career in a science based field) as well as students that intend to prepare for the skilled trades.

CP PHYSICS 161: This laboratory oriented college preparatory course is organized around the consideration of these topics: Newtonian mechanics, optics, electricity and magnetism, atomic and nuclear physics. Heavy emphasis is placed on problem-solving techniques. *Prerequisite – Algebra II, and co-enrollment in pre-calculus or higher. One year; 1.5 credits.*

SCIENCE ELECTIVES

It should be noted that some electives may not be offered due to limited staff as well as insufficient student interest.

HUMAN ANATOMY 180: This course presents a detailed study of the elegant design and function of the human body. A systems approach is used and emphasis is placed upon how body systems work together. The mind body connection is stressed, and students contemplating a health related career are encouraged to take this course.
Prerequisite – Biology, Chemistry, or co-enrollment in Chemistry. One Year; 1 credit.

INTRODUCTION TO FORENSICS 184: This course examines all aspects of science involved in the investigation of a crime scene. It takes a problem solving approach and will include considerable writing and lab analysis. Topics covered will include: human anatomy, toxicology, DNA analysis, fingerprinting, crime scene processing, hair and fiber analysis, and trace evidence examination. *Prerequisite – Two years of science as noted above. One Year; 1 credit.*

ALTERNATIVE ENERGY 115A/B: This is a full year two-part course. Semester one will begin with a focus on thermodynamics, fossil fuels, our existing energy infrastructure, and global climate change. Semester two will then explore society's future energy demands and potential technical means to meet those demands. Students will learn the basic principles of nuclear energy, hydroelectric, tidal energy, solar energy, wind energy, geothermal, biomass, fuel cells, and battery storage. There will be an emphasis on energy conservation. This course will require reading, book discussions, and a substantial hands-on component including potential visits to energy facilities. Any student who has successfully completed two years of science may elect to take this course. *Prerequisite (Juniors & Seniors) Must be co-enrolled in chemistry or have completed chemistry. Two part course – 1 credit or one semester equals 0.5 credit.*

ENVIRONMENTAL SCIENCE 117: Environmental Science is an interdisciplinary study that seeks to describe problems caused by our use of the natural world. In addition, it will explore some of the remedies for these problems. First, the natural processes (both physical and biological) that operate in the world will be examined. Second, the importance of the role of technology in our society will be explored. Third, the complex social processes characteristic of human populations will be studied and integrated with knowledge of technology to gain a full appreciation of the role of humans in the natural world. This course will contain a strong reading and writing component. Students may take this course after two years of science, but must be co-enrolled in a Chemistry class. *Prerequisite – Successful completion of Physical Science. Two years of science, as noted above. 1 credit.*

SOCIAL STUDIES

OVERVIEW

The Social Studies Department offers semester-long courses designed to help students understand themselves, their world, and the relationship between the two. Students are required to take four required courses at Foundations, College Preparatory (CP) or Honors levels:

- USA in the World- Part 1 .5 credit
- USA in the World - Part 2 .5 credit
- USA in the World -Part 3 .5 credit
- USA in the World - Part 4 .5 credit

This will result in earning two credits in social studies for graduation. During junior and/or senior year, students also need to select two elective semester courses in order to earn the required third credit for graduation. We encourage students to take social studies courses throughout their four years at WSHS. All of these courses use the 2019 Maine Learning Results for instructional standards.

Required Courses:

FOUNDATIONS USA IN THE WORLD PART 1: 421A, fall semester: This semester-long course will provide an exploration of the historical development of the "Atlantic Rim Region," focusing on key themes such as maritime trade, European colonization of the Americas, British North American colonies, colonial conflicts, revolutions, the American Enlightenment, liberal constitutionalism, and the development of capitalism. Through a multidisciplinary approach, students will analyze historical events, cultural exchanges, economic transformations, and intellectual developments that shaped the Atlantic Rim Region from the 15th to the 18th centuries. For "Foundations" learners, it is accessible and adaptable, providing the student individualized support and accessible resources. For all our students, it fosters a more comprehensive understanding of history and encourages all learners to

explore the diverse facets of the Atlantic Rim region's history and culture within their abilities. *One semester; 0.5 credit.*

CP USA IN THE WORLD PART 1: 425A, fall semester: This semester-long course will provide an exploration of the historical development of the "Atlantic Rim Region," focusing on key themes such as maritime trade, European colonization of the Americas, British North American colonies, colonial conflicts, revolutions, the American Enlightenment, liberal constitutionalism, and the development of capitalism. Through a multidisciplinary approach, students will analyze historical events, cultural exchanges, economic transformations, and intellectual developments that shaped the Atlantic Rim Region from the 15th to the 18th centuries. For C.P. learners who excel in intellectually rigorous and interdisciplinary coursework, this course offers an ideal platform. It promotes critical thinking, nurtures research skills, and cultivates a comprehension of intricate historical developments. *One semester; 0.5 credit.*

HONORS USA IN THE WORLD PART 1 433A, fall semester: This class is a stepping stone to the AP US History class offered in a student's second year. Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to 1800. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. *One semester; 0.5 credit.*

FOUNDATIONS USA IN THE WORLD PART 2: 422B, spring semester: This semester-long course explores the transformative period in American history, starting from the outbreak of the Civil War in 1861 to the early 20th century. Students will look into the challenges, changes, and achievements that shaped the nation during this pivotal time. Through in-depth analysis of events, individuals, societal shifts, cultural developments, diverse perspectives and voices help create a more inclusive and enriched understanding of American history during this transformative period. It allows students to appreciate the complexities of the era and gain insights into the different groups and individuals who contributed to the nation's development and shaped its trajectory. Students will gain a comprehensive understanding of the United States' journey from the Civil War up to the Age of Imperialism. For "Foundations" learners, it is accessible and adaptable, providing the student individualized support and accessible resources. For all our students, it fosters a more comprehensive understanding of history and encourages all learners to explore the diverse facets of United States history and culture within their abilities.*One semester; 0.5 credit.*

CP USA IN THE WORLD PART 2: 426B, spring semester: This semester-long course explores the transformative period in American history, starting from the outbreak of the Civil War in 1861 to the early 20th century. Students will look into the challenges, changes, and achievements that shaped the nation during this pivotal time. Through in-depth analysis of events, individuals, societal shifts, cultural developments, diverse perspectives and voices help create a more inclusive and enriched understanding of American history during this transformative period. It allows students to appreciate the complexities of the era and gain insights into the different groups and individuals who contributed to the nation's development and shaped its trajectory. Students will gain a comprehensive understanding of the United States' journey from the Civil War up to the Age of Imperialism. For C.P.

learners who excel in intellectually rigorous and interdisciplinary coursework, this course offers an ideal platform. It promotes critical thinking, nurtures research skills, and cultivates a comprehension of intricate historical developments. *One semester; 0.5 credit.*

HONORS USA IN THE WORLD PART 2: 434B, spring semester: This class is a stepping stone to the AP US History class offered in a student's second year. In this class, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1800 to 1877. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. *One semester; 0.5 credit.*

FOUNDATIONS USA IN THE WORLD PART 3 423A, fall semester: In this class, we'll study the important time in U.S. history from 1890 to 1946. This period saw big changes in how society, the economy, and politics worked. It began after the Civil War, and we'll look at the challenges, new ideas, and successes that shaped the country during this key time. We'll check out events, important people, and cultural shifts to get a good understanding of American history, including different views and voices for a more complete picture. This class takes us on a journey through the tricky parts of this time, helping us understand the many sides of how the U.S. grew. From the Progressive Era to after World War II, we'll see how different groups and people played important roles in deciding the country's direction. We'll also go beyond the usual stories to see how things were connected globally during this time. For "Foundations" learners, it is accessible and adaptable, providing the student individualized support and accessible resources. By the end of the class, you'll have a good understanding of how the United States changed from the Gilded Age to the middle of the 1900s, seeing the complex and global aspects that shaped this important time. One semester; 0.5 credit.

CP USA IN THE WORLD PART 3 427A, fall semester: In this semester-long course, students will explore the impactful period of U.S. history from 1890 to 1946, marked by significant changes in society, economy, and politics. Starting after the Civil War, the course investigates the challenges, innovations, and successes that shaped the nation during this crucial time. Through careful analysis of events, key figures, and cultural shifts, students will gain a nuanced understanding of American history, enriched by diverse perspectives and voices for a more inclusive story. This course provides an intellectual journey through the complexities of the time, fostering a deep appreciation for the many facets of U.S. development. From the Progressive Era to the aftermath of World War II, students will explore how various groups and individuals played vital roles in shaping the nation's path. Going beyond standard narratives, the curriculum provides a global framework to understand the interconnected nature of historical developments during this period. For C.P. learners who excel in intellectually rigorous and interdisciplinary coursework, this course offers an ideal platform. It promotes critical thinking, nurtures research skills, and cultivates a comprehension of intricate historical developments. *One semester; 0.5 credit.*

ADVANCED PLACEMENT U.S. HISTORY: SEMESTER 3 435A, fall semester: In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1865 to 1945. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments;

making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. *One semester; 0.5 credit.*

FOUNDATIONS USA IN THE WORLD PART 4 424B, spring semester: In this semester-long class, students will study the important time in U.S. history from 1946 to today. This period saw big changes in how society, the economy, and politics worked after World War II. The class will look at the Cold War, the Civil Rights Movement, economic changes, political shifts, and cultural transformations. We'll explore key events, important people, and how different groups influenced the country. The class focuses on including diverse perspectives to give a more complete picture of American history. Throughout the semester, we'll highlight five main topics: Cold War and global politics, Civil Rights Movement and social justice struggles, economic and technological changes, political developments, and cultural shifts shaping the American identity. This class aims to make the study of history accessible and interesting, offering a basic understanding of how these factors have connected and shaped the nation. For “Foundations” learners, it is accessible and adaptable, providing the student individualized support and accessible resources. For all our students, it fosters a more comprehensive understanding of history and encourages all learners to explore the diverse facets of United States history and culture within their abilities. *One semester; 0.5 credit.*

CP USA IN THE WORLD PART 4 428B, spring semester: In this semester-long course, students will explore the dynamic era of U.S. history spanning from 1946 to the present day. This crucial period witnessed unparalleled transformations in American society, economy, and politics following the conclusion of World War II. From the onset of the Cold War to contemporary issues, the course offers an introductory exploration of the multifaceted developments that have defined the nation. Through the examination of pivotal events, influential figures, and societal shifts, students will acquire a nuanced comprehension of the complexities inherent in post-1946 U.S. history. The curriculum emphasizes inclusivity, incorporating diverse perspectives and voices to present a more holistic narrative of America's journey. Five major themes of study for this semester include the Civil Rights Movement and struggles for social justice, the examination of Cold War dynamics and global geopolitics, the economic evolution and technological advancements shaping the nation, the political landscape and its evolution, and the cultural transformations that have molded the American identity. This course invites students on an intellectual journey that goes beyond conventional narratives, fostering a deep appreciation for the interconnected nature of historical developments during this pivotal period. For C.P. learners who excel in intellectually rigorous and interdisciplinary coursework, this course offers an ideal platform. It promotes critical thinking, nurtures research skills, and cultivates a comprehension of intricate historical developments. *One semester; 0.5 credit.*

ADVANCED PLACEMENT U.S. HISTORY: SEMESTER 4 436B, spring semester: In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1945 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. *One semester; 0.5 credit.*

Social Studies Elective Courses for 2056-2026:
Students will select any two elective semester courses during their junior or senior years in order to earn the required third credit for graduation. We encourage students to take a semester course in social studies during their four years at W.S.H.S.. All of these courses use the 2019 Maine Learning Results for instructional standards.

GOVERNMENT IN THE UNITED STATES 443A/B, fall or spring semesters: This course will provide an introduction to local, state, and federal government structures. The emphasis will be on the role of the citizen, how we choose leaders and how citizens advocate for policies. Every level of government will be discussed in each unit. *One semester; 0.5 credit.*

ECONOMICS AND PERSONAL FINANCE 447A/B fall or spring semesters: Economics is a social science that studies how humans and institutions make decisions in order to achieve the greatest benefit given the limited amount of resources (scarcity) that are available. The choices of individuals and firms will be analyzed and evaluated on how they impact the whole. The choices of larger entities such as governments will also be analyzed. How do these choices impact key economic indicators such as inflation and employment individually and as a country? The course will also teach important skills relating to personal finances. How do you do your taxes? How do you create a budget? How do you use credit responsibly? What are the various types of loans: student, mortgage, car, etc. These economic forces and their impacts will be studied on an individual (micro) and economic system (macro) level. *One semester; 0.5 credit.*

HISTORY OF HUMAN TECHNOLOGY 471A/B, fall or spring semesters (will be offered 25-26 school year): This semester-long high school social studies course aims to provide students with a comprehensive understanding of the history of human technology, from the discovery of fire to the emergence of artificial intelligence (AI). Through an engaging mix of lectures, discussions, online learning, hands-on activities, and research projects, students will explore the major technological milestones that have shaped human civilization. The course will examine the social, economic, cultural, environmental implications of these advancements, highlighting their impact on various historical periods and societies. *One semester; 0.5 credit.*

HISTORY THROUGH NOVELS 473A/B, fall or spring semesters (will be offered 25-26 school year): This course is designed to be creative and offer variety. The course content will be driven by the choice of novel or novels studied during this semester. (The instructor can choose different books each semester it is taught, or repeat content- instructor and supplies will determine.) The instructor will teach about all the historical events in the time and place surrounding the story. This will allow students to learn about specific historical events and time periods in depth that they may not have been exposed to with the standard history classes. Class discussions and activities will highlight the historical factors, while giving students an insight into a personal story of someone experiencing a facet of that period of history or event. *One semester; 0.5 credit.*

AP MICROECONOMICS 1 458A, fall semester, offered in even graduation years: AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Microeconomics 1 will focus on the foundations of microeconomic thinking, including how to evaluate

decisions based on constraints and trade-offs and make rational economic choices. The Supply and Demand model will be introduced. *One semester; 0.5 credit.*

AP MICROECONOMICS 2 459B, spring semester, offered in even graduation years: AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Microeconomics 2 will focus on the factors that drive the behavior of companies and learn about the perfect competition model. You'll learn how imperfectly competitive markets work and how game theory impacts decision making. You'll examine the conditions under which markets may fail and the effects of government intervention in markets that have failed. *One semester; 0.5 credit.*

AP AMERICAN GOVERNMENT 467: Advanced Placement United States Government and Politics introduces students to key political ideas, institutions, policies, roles, and behaviors that characterize the political culture of the United States of America. This course examines politically significant concepts and themes such as constitutional underpinnings, political beliefs and behavior, political parties and ideologies, interest groups and mass media, political institutions of the national government, public policy, and civil rights. Utilizing these concepts, students learn to apply disciplinary reasoning, assess cause and consequences of political events, and interpret data to develop evidence-based arguments. Standard procedure is for students to take the College Board ADVANCED PLACEMENT© Test in May. *Prerequisite - USA in the World Pts 1-4 or AP US History. One Year; 1 credit.*

Future offerings:

AP MACROECONOMICS 1 463A, fall semester, offered in odd graduation years: AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Macroeconomics 1 will focus on the foundations of macroeconomic thinking, including how to evaluate decisions based on constraints and trade-offs and make rational economic choices. You'll look at how economic phenomena such as employment and inflation are measured. You'll explore how changes in spending and production, economic fluctuations, and policy actions impact GDP, unemployment, and inflation. *One semester; 0.5 credit.*

AP MACROECONOMICS 2 464B, spring semester, offered in odd graduation years: AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Macroeconomics 2 will focus on the financial sector and explain how monetary policy is implemented and impacts the banking system. The impact of fiscal and monetary policy actions will be examined including the concept of economic growth and how it is measured. You'll evaluate the

concept of an open economy in which a country interacts and trades with the rest of the world. *One semester; 0.5 credit.*

WORLD HISTORY 1: ANCIENT & CLASSICAL EMPIRES & RELIGIONS 475A/B, fall or spring semesters (will be offered 26-27 school year): This semester-long elective history course explores the rise, expansion, decline, and legacy of empires in ancient and medieval world history. From the civilizations of Mesopotamia to the Byzantine Empire, students will examine the factors, strategies, and impacts of empires on societies and global dynamics during this period. Through engaging discussions, interactive activities, and case studies, students will develop a comprehensive understanding of empires in ancient and classic world history. *One semester; 0.5 credit.*

INTERNATIONAL RELATIONS 477A/B, fall or spring semesters (will be offered 26-27 school year): International relations is an academic discipline that studies the interaction between states and non-state entities, such as the United Nations. The study of international relations is becoming increasingly important as the information revolution has made our world more interconnected. How do these countries interact? How has this interaction changed? Is the interaction between countries always a zero-sum game, or are there common goals that can be achieved? These are all questions, among others, that we will attempt to answer throughout the course. *One semester; 0.5 credit.*

WORLD HISTORY 2: MODERN EMPIRES & IDEOLOGY 476A/B, fall or spring semesters (will be offered 27-28 school year): This semester-long history course focuses on the decline, legacy, and contemporary relevance of empires in modern world history. From the European colonial empires to the rise of superpowers, students will explore the challenges, transformations, and global power dynamics associated with empires during this period. Through engaging discussions, interactive activities, and case studies, students will develop a comprehensive understanding of empires in modern world history. *One semester; 0.5 credit.*

MODELS OF LEADERSHIP 479A/B, fall or spring semesters (will be offered 27-28 school year): Using a case study approach, students will examine and analyze effective leadership examples at certain critical junctures throughout history. Leadership in the areas of politics, military, business, religion and sports will be critically evaluated. The course will also emphasize values of personal leadership that students can model. Critical thinking and communication skills will be a major emphasis throughout the duration of this course. Project based assessments can be expected. *One semester; 0.5 credit.*

RIGHTS & RESPONSIBILITIES OF CITIZENSHIP 474A, fall semester (will be offered 28-29 school year): This course will provide an introduction to civil rights and liberties in the United States and look at the ways in which we can all take responsibility for the communities we live in. This course will offer some content related to government, but will also offer a broader perspective on civic life and include opportunities for service learning and community service. *One semester; 0.5 credit.*

CAN YOU PASS THE U.S. CITIZENSHIP TEST? 472B, spring semester (will be offered 28-29 school year): This course would cover basic knowledge required to pass the U.S. citizenship test. This is the key historical, political, and geographic knowledge that we, collectively, agree all citizens should know. The sequence of units would mirror the order of segments on the U.S. Citizenship test, with each unit being approximately two weeks long. *One semester; 0.5 credit.*

MODERN AND CLASSICAL LANGUAGES

OVERVIEW

Why study a second language?
The rewards of studying a second language are many. It can fulfill college entrance requirements and increase one's awareness and understanding of English. Also, the knowledge of another language will enable the student to participate in exchange programs, to study abroad while in college, and to travel to another country with the confidence of being able to communicate effectively.

Many industries and companies need personnel fluent in a second language in addition to the specialized skills of the particular job. Such people gain the opportunity to travel and to earn better salaries than their monolingual counterparts. In addition, the Foreign Service, the Peace Corps, the United Nations, the Border Patrol, Immigration and Naturalization Services and other agencies offer many opportunities for interesting and challenging work at home and abroad.

Which language should the student study?
Which language one studies is less important than the effort and time devoted to learning. Spending as many years as possible with one language is much better than trying one or two years of several languages. Successful students, however, may choose to ADD a second foreign language while continuing the sequence of their first language.

Latin: Latin is the foundation for much of the grammar and vocabulary in the English, French, and Spanish languages. Since western civilization had its beginnings in ancient Greece and Rome, the study of Latin also enhances the study of history.

French: Students with family members who speak French at home and/or relatives who live in Quebec have an advantage in having heard the language. The study of French becomes more important as the U.S. continues economic trade with Atlantic Canada, Québec, Francophone African Nations, and France.

Spanish: This language is spoken in Spain and in almost all of the countries of Central and South America and the Caribbean as well as by millions of United States citizens. Free trade has opened up many opportunities in Central and South America for people with Spanish competency.

LATIN I 885: Emphasis will be on continual oral and written drill exercises to reinforce the acquisition of basic Latin grammar and vocabulary, as well as to enable the student to read and translate fascinating stories from mythology and legend. It is a "living" language; ergo, there is a heavy emphasis on both Latin roots and English derivative vocabulary building. The study of Latin benefits the student in many ways: a better mastery of the English language, in both grammar and vocabulary (improved SAT/college board scores!), a means towards more logical thinking and organized study, and a greater appreciation of the foundations of Western civilization through Rome's contributions to art, literature, architecture, politics, and government. *Prerequisite - none. One year; 1 credit.*

LATIN II 886: Second year Latin students will first complete an extensive review of grammar learned in the first year. They will then proceed to study intermediate Latin grammar and to build more vocabulary. The course is rounded out with an in-depth study of English word building, based on analysis and decoding of Latin roots, prefixes, and suffixes. Emphasis will also be placed on modern medical and legal uses of Latin. Translation work and cultural study will focus on historical heroes or

villains of Rome as well as the expansion of Rome power from Romulus and the seven kings through the Republic to the early Empire. Completion of this course provides the minimum college admissions requirements for language study, although not all of the standards for Maine State Parameters for Essential Learning. *Prerequisite - Successful completion of Latin I. One year; 1 credit.*

LATIN III 887: The third-year in Latin offers an intellectually stimulating, challenging, and enjoyable program, which rewards students who have worked diligently and persevered through the demands of the first two years' foundation of grammar. Course work often takes the form of discussion, team projects and/or independent research, with a focus on Greek, as well as Roman, culture and history. Another important objective of the course is an ongoing study of etymology (English word-building), as well as further study of mythology, and a comparative (Greek versus Roman) literature/history survey. *Prerequisite – Successful completion of Latin II. One year; 1 credit.*

LATIN IV 888: The fourth-year Latin program is designed to be similar to a college seminar class, including extensive translation of excerpts from a survey of Latin authors; discussion and analysis of Roman politics, literary style, etc.; frequent writing in the form of the three-point essay, in English; and considerable self-responsibility for assignments. The course, as a whole, includes some AP authors and provides a rigorous AP-caliber program; however, it does not carry AP Latin, due to a moderate expectation for projects in the first semester and literary research project in the second semester expands the Latin IV student's global mastery. The SAT II achievement test in Latin is encouraged. Enrollment in and completion of the fourth year of Latin prepares the student for significant academic success at college and is therefore highly valued by college admissions personnel. *Prerequisite – Successful completion of Latin III. One year; 1 credit.*

ROMAN & GREEK MYTHOLOGY 875 A/B: This course is designed to expose students to ancient myths and timeless stories. Through this semester-long course students will read excerpts from Aesop's Fables, Ovid's The Aeneid, Metamorphoses, and Heroides. Focusing on transformations and vengeful gods. Through reading English translations of these ancient works students will be able to draw connections and identify major/common themes and their influence on modern Western culture. The course is designed for students who have an interest in Roman/Greek Mythology but may not be ready to commit to a language intensive course. While offered through the Foreign Language Department at WSHS this course does not qualify as a "Foreign Language Credit" when applying to college. *Semester course; ½ elective credit.*

FRENCH I 889: This course, for beginners only, develops novice listening comprehension and pronunciation skills. Students also learn to read and write what they are able to understand and say in the target language. *Prerequisite - none. One year; 1 credit.*

FRENCH II 890: This course continues the development of the four basic skills: listening, speaking, reading, and writing, and picking up where the students stopped in level I. There is increased emphasis on reading, writing, grammar and cultural materials. *Prerequisite – Successful completion of French I. One year; 1 credit.*

FRENCH III 891: Along with an intensive review and extension of the grammar of French I and II, new verb forms such as the imperfect, future, and conditional will be introduced. Readings will be devoted to short stories and contemporary issues in France. There will be class discussions on familiar topics conducted in French. There will be intensive oral work, which will include discussions, role playing, videos and presentations in the target language. *Prerequisite – Successful completion of French II. One year; 1 credit.*

FRENCH IV 892: This course extends the student's knowledge of the Francophone world while extending the ability to express oneself. It focuses on mastering basic verb tenses and fundamental grammatical structures at the low intermediate level. The student is expected to use both oral and written French in class. Practice is achieved through classroom instruction, authentic reading selections and French films, as well as class discussions conducted in the target language using vocabulary relevant to everyday conversations. *Prerequisite - Successful completion of French III. One year; 1 credit.*

FRENCH V 893: This course is designed to acquaint the student with the history and current culture of France and Francophone countries through reading contemporary and authentic materials, literature, and the use of film and the Internet. The class is conducted primarily in French and requires the student to participate in conversation and oral activities, study advanced grammar, read and analyze news articles, and watch appropriate movies and documentaries. Vocabulary and grammar are studied to the extent necessary to improve writing skills and promote the use and comprehension of French in reading and in class discussion. *Prerequisite - Successful completion of French IV. One year; 1 credit.*

SPANISH I 894: This course focuses on acquiring high frequency word structures through listening and reading. Beginning speaking and writing skills will also be developed. The course will be based on a combination of stories, in-class notes, making use of readings, songs, and games to bring Latin culture into the classroom. *Prerequisite - none. One year; 1 credit.*

SPANISH II 895: This level includes those students who have completed the Spanish 1 program. It expands students' language skills through engaging with a variety of authentic materials such as short stories and cultural events. Emphasis is placed on developing reading and listening comprehension, as well as speaking abilities. Spanish is used more often in class as a communication tool to develop better language skills.
Prerequisite - Successful completion of Spanish I. One year; 1 credit.

SPANISH III 896: This course continues and expands upon the skills of speaking, listening, reading, and writing focusing on main ideas, supporting details, and communicating in different tenses. Students will immerse themselves in short stories, novels, and current events, gaining a comprehensive understanding of diverse literary forms and staying informed about contemporary happenings. Classes are mostly conducted in Spanish since students should feel more comfortable interacting on a variety of everyday and academic topics. *Prerequisite - Successful completion of Spanish II. One year; 1 credit.*

SPANISH IV 897: This course is a continuation of the work begun in Spanish III. Students' language and grammar growth, as well as cultural understanding through literature, current media and conversation, are emphasized. It focuses on mastering tenses and grammar structures at the low intermediate level. All discussions and written work are in Spanish. *Prerequisite - Successful completion of Spanish III. One year; 1 credit.*

SPANISH V 898: The class is conducted primarily in Spanish. Through the exploration of series, novels, projects and discussions, students will engage with authentic materials that deepen their understanding of the Spanish language and culture. The course places a strong emphasis on real-world representations, encouraging students to apply their language skills in practical contexts. It emphasizes speaking, listening, vocabulary usage, language control, communication strategies, and cultural awareness.

Prerequisite - Successful completion of Spanish IV. One year; 1 credit.

CAREER PREPARATION

OVERVIEW

The Business Education Department curriculum provides an excellent foundation in entry-level job skills and college preparatory skills for today's technological environment. Students use these skills in preparing college and scholarship applications, in seeking part-time employment, and in fulfilling high school and college course requirements. Students completing the selection of courses are in an excellent position to offer competent, saleable skills to prospective employers.

DRIVER'S EDUCATION 695A/B: Driver's Education follows all state guidelines and is open to students 15 years or older who are attending regularly and passing all classes. Most Driver's Ed sections do not follow the school schedule and take place via Zoom in the evenings. This class is offered through Beal Driving Academy. Space is limited. *One semester; 0.5 credit.*

CAREER AND LIFE COMPUTER SCIENCE 511 A/B: This one semester elective course explores computer science topics commonly used in a wide range of careers and in day-to-day adult life. The goal in this course is to provide students with essential technology skills that will help them in the future, regardless of chosen career path. Students will explore different potential career pathways, create résumés and related job application materials, and research educational and training opportunities. Students will also learn personal finances, including using spreadsheets to help maintain budgets. This course also fulfills your Career Prep requirement. *One semester; 0.5 credit.*

EXPLORATIONS IN COMPUTER SCIENCE - AI, PROGRAMMING, AND CYBERSECURITY 512 A: This one semester elective course offers a deep dive into a select number of current computer science topics. The goal of the course is to provide hands-on experiences in the fastest growing areas of computer science and equip students with the knowledge and skills they will need for future study or employment in the computer science industry. Students will develop an understanding of computer hardware through the use of microcontrollers. They will explore the field of cybersecurity and investigate the applications of artificial intelligence and ethics related to the use of AI. They will learn to code, including an introduction to the Python programming language. This course also fulfills your Career Prep requirement. *One semester; 0.5 credit.*

EXPLORATIONS IN COMPUTER SCIENCE - GRAPHICS, MODELING, AND DESIGN 513 B: This one semester elective course offers a deep dive into a select number of modern computer science topics. The goal of the course is to provide hands-on experiences in the fastest growing areas of computer science and equip students with the knowledge and skills they will need for future study or employment in the computer science industry. Students will learn to create 2D and 3D digital graphics and 3D designs that can be physically printed. Students will also learn to apply programming concepts to the creation of digital graphics. This course also fulfills your Career Prep requirement. *One semester; 0.5 credit.*

GAME DESIGN PART 1 514 A: This semester-long elective course offers an introduction to designing and developing interactive games and environments. In this course you will have an entire semester to explore the development process of video game production, including planning the game, creating art, programming the game, and testing your own game along with games made by classmates. While the course may cover specific genres of games, (platformers; 2D fighters; RPGs) students are encouraged to be creative with their designs and come up with unique game ideas.

Prerequisite: Explorations in Computer Science - Graphics, Modeling, and Design or instructor permission. One semester; 0.5 credit.

GAME DESIGN PART 2 515 B: This semester-long elective course offers further explorations into designing and developing interactive games and environments. In this course you will have an entire semester to explore the development process of video game production, including planning the game, creating art, programming the game, and testing your own game along with games made by classmates. While the course may cover specific genres of games, (platformers; 2D fighters; RPGs) students are encouraged to be creative with their designs and come up with unique game ideas. *Prerequisite: Game Design Part 1*. *One semester; 0.5 credit.*

APP DESIGN PART 1 516 A: This semester-long elective course offers an introduction into developing mobile apps. Working from the foundation of skills you learned in Explorations in Computer Science - AI, Programming, and Cybersecurity, in this course you will have an entire semester to further explore the creation of apps that work on phones and tablets. The goal of the course is to provide hands-on experiences in the most exciting and fastest growing areas of computer science and equip you with skills that can lead directly to jobs or further study. *Prerequisite: Explorations in Computer Science - AI, Programming, and Cybersecurity or instructor permission. One semester; 0.5 credit.*

APP DESIGN PART 2 517 B: This semester-long elective course offers a deep dive into the development of mobile apps. Working from the foundation of skills you learned in App Design Part 1, in this course you will have an entire semester to further explore the creation of apps that work on phones and tablets. *Prerequisite: App Design Part 1*. *One semester; 0.5 credit.*

INTRODUCTION TO PROGRAMMING - PYTHON 520: This year-long course provides students with the opportunity to learn the text-based programming language Python in a project-based format. The class utilizes materials and projects from Harvard University's CS50p course under a Creative Commons CC BY-NC-SA 4.0 license. Students who complete all course requirements will be eligible for a certificate of completion from Harvard University. The Harvard certificate does not provide college credit but shows that all of Harvard's CS50p course completion requirements were met. *Prerequisite: Explorations in Computer Science - AI, Programming, and Cybersecurity or Algebra II or instructor permission. One year; 1 credit.*

INTRODUCTION TO PROGRAMMING - MULTI-LANGUAGE 521: This year-long dual enrollment course provides students with the opportunity to learn computer science programs through the use of multiple programming languages. The course will cover programming languages like C, Python, and JavaScript, markup languages like CSS and HTML, and the database language SQL. The class utilizes materials and projects from Harvard University's CS50 course under a Creative Commons CC BY-NC-SA 4.0 license. Students who complete all course requirements will be eligible for a certificate of completion from Harvard University. The Harvard certificate does not provide college credit but shows that all of Harvard's CS50 course completion requirements were met. *Prerequisite: Any previous computer science class (except Career and Life Computer Science) or Algebra II or instructor permission. One year; 1 credit.*

JMG partners with public education and private businesses to offer results-driven solutions to ensure all Maine students graduate, attain post-secondary credentials, and pursue meaningful careers. JMG serves more than 11,000 students throughout Maine's 16 counties. JMG programs are hosted within Maine's public schools and classes and activities are led by JMG Specialists, which serve as educators and mentors. Specialists are able to develop student-centered personalized education plans based on curriculum focusing on academic knowledge, career development skills, leadership and team building.

Students join a self-governing Leadership Team that plans and develops community service activities and designs fund-raising projects to assist the program in paying for conferences and field trips.

JMG GRADE 9/10 PROGRAM 596: Grade 9/10 Jobs for Maine Graduates (JMG) provides support for incoming freshmen as they transition to the high school. Curriculum includes verbal and written communication skills, job attainment skills, self-development, personal skills, literacy strategies, academic remediation, team building, and community involvement. Students earn high school credit for the class and build positive connections with the school community. Students may be referred to the program by a guidance counselor, teacher, or self. Credit for the yearlong program is based on the number of blocks assigned to a student. *Prerequisite – Freshman, or Sophomore status. One year; 1 credit. JMG 9/10 meets the Career Preparation graduation requirement.*

JMG MULTI-YEAR PROGRAM 597: Grade 11/12 - The Multi-year Program stresses the growth and development of students within groups. The class focuses on activities that help students enhance self-awareness, interpersonal communication skills, exploration of career opportunities and the development of life goals. Students learn self-advocacy and public etiquette skills, participate in mock interviews, and job shadowing experiences. Outside speakers and in-class activities enhance career and educational goal setting. Students are part of school and community service projects, work at team building activities, and prepare to secure summer employment. *Prerequisite – Sophomore, Junior or Senior status, regular attendance and participation in activities. One year; 1 credit.*

WSHS INTERNSHIP: Ongoing on-the-job experience whereby students may obtain skills and training related to their field of interest. Students have the unique opportunity to meet and learn from employees, understand the work culture, and obtain a real-world perspective in a specific career track. A primary goal of an internship experience is to help students make more informed academic and career decisions. To reach this goal, student aspirations and aptitude must be connected to a plan that will lead to meaningful and viable career choices. Learning objectives/guidelines completed by internship supervisor and student. This is an unpaid experience. Elective credit will be determined based on the number of hours on site. For more information, please see your school counselor or JMG teacher.

Eligibility Prerequisites:

Before enrolling in the Internship program, a student must provide evidence of satisfactory academic progress.

- A minimum GPA of 2.5 is required before enrolling in the program.
- To be eligible for the program, a student must show proof of satisfactory attendance. WSHS Internship is designed for juniors or seniors.

C.L.A.S.S 637: Community Learning and Student Service is a school-based service learning program that provides students an opportunity to apprentice citizenship by connecting with people, programs, and resources in the community. Students will work on-site with various professionals in the community while learning and assisting in the workplace. Students are responsible to initiate contact with the leader in a community organization/business/school etc. and will need transportation to the site. Many times students will travel with another student or arrange for a ride or walk. Students are encouraged to use this as an internship in a field of interest while providing a service to his/her community. C.L.A.S.S is open to juniors and seniors
Prerequisite: Good standing, regular attendance. Administrative approval required. One year. 1 credit.

VISUAL ARTS

OVERVIEW

The arts include dance, music, theater and visual art. In an increasingly technological world, the arts help all students to develop multiple capabilities for creating, presenting, connecting, and responding to an image-and symbol-laden world. The arts are concerned with intellectual, emotional, and physical faculties that in combination can be used to present issues and ideas, teach or persuade, entertain, plan, beautify, and design both functional and expressive works. Experiencing and creating art and design brings lifelong enjoyment to students and an array of expressive, analytical, and developmental tools to use in their daily lives.

Interest and curiosity are prerequisites to succeed in producing drawings, paintings, prints, sculptures, ceramics, and craft projects. For students who wish to pursue further studies in the visual and performing arts, advanced classes such as Photography and AP Studio are offered. Customarily, a student begins in Introduction to Art and Design placement in subsequent art classes is determined by demonstrated skill and interests.

Grades are predicated on individual and collaborative participation, completed projects, homework, a midterm exam, and a final project. Additionally, students are encouraged to participate in local, state and national art competitions, as well as to serve the school and community with their talents.

INTRODUCTION TO ART AND DESIGN 810: This course emphasizes the study and practice of basic artistic skills and techniques. Creating, presenting, connecting, and responding to Art and Design are addressed with hands-on experiences in a broad-range of media: pencil, paint, ink, clay, digital, etc. Students will learn to connect, create, respond and present themselves as they learn new skills. *One year; 1 credit.*

DRAWING 812 A/B, fall and/or spring semesters: This course is designed for the student with a strong interest in drawing and issues of design. Beginning and advanced students alike can benefit from this class as they further develop skills and techniques necessary for success in all areas of art. In addition to studio work, the student will learn about the role that drawing and design has played throughout history as the foundation of all art making activities. *Prerequisite – Open to all Juniors and Seniors (no prerequisite required) and Sophomores with credit from Introduction to Art and Design. One semester; 0.5 credit.*

DIGITAL IMAGING AND PHOTOGRAPHY 833 A/B, fall and/or spring semesters: Create art with computers, 3D printers, digital cutters, and digital cameras. Students experience multiple media and applications. Photoshop, InDesign, Illustrator and iMovie or phone are some applications utilized. A great opportunity to learn how to get the most out of your digital camera for personal,

professional and educational use. This class is designed for digital users of all levels - expert to beginner. All equipment is provided. *Prerequisite – Successful completion of Introduction to Art or Drawing. One semester; 0.5 credit.*

PHOTOGRAPHY 835 A/B, fall and/or spring semesters: This course is a general introduction to the elements of basic black and white photography including digital and darkroom procedures, composition concepts, and the history of photography as an art form as well as a vehicle for social commentary. Students will experience a darkroom to create images using the photogram process, pinhole cameras, SLR cameras, and digital imaging, including the camera in your phone. *Prerequisite – Successful completion of Introduction to Art and Design or Drawing and Design. One semester; 0.5 credit.*

ADVANCED PHOTOGRAPHY 836A/B, fall and/or spring semesters: This course builds on skills learned in Basic Photography through image making and the study of photography from a cultural and historical perspective. Students will use traditional SLR cameras, work in black and white darkrooms, and will be introduced to digital photography. *Prerequisite – Successful completion of Photography. One semester; 0.5 credit.*

MOSAICS 837 A/B, fall and/or spring semesters: (Glass, collage, and mosaic explorations). This course provides the students an opportunity to work in one of the most ancient forms of artist expressions. Students design and create hands on, and learn the historical and cultural background of this popular art form. *Prerequisite – Introduction to Art and Design or Drawing and Design. One semester; 0.5 credit.*

CREATING WITH CLAY 839A/B, fall and/or spring semesters: This course provides students with an in-depth introduction to ceramic studio techniques, as well as the opportunity to begin to appreciate the role pottery and ceramic art has played as a recorder of human history. Basic hand building techniques will be explored, as students work on studio projects that focus on coil, slab, and pinch methods of clay construction. Students will also have the opportunity to work on the potter's wheel, as well as glaze and fire their completed projects. *Prerequisite – Introduction to Art and Design or Drawing and Design. One semester; 0.5 credit.*

AP STUDIO (DRAWING, 2D ART & DESIGN, or 3D ART & DESIGN) 816: This course is for highly motivated and committed students with an interest in advanced studies of art. The course emphasizes making art as an ongoing process that involves the student in informed and critical decision-making. Students enrolled in this class are required to complete summer investigations and a considerable amount of work outside of the studio classroom. A digital slide portfolio of work created will be developed and maintained that may then be presented to the College Board as part of the assessment process. To provide opportunities for portfolio development prior to the portfolio submission, this course may be taken multiple years, and/or consideration of dual enrollment in Studio Leadership. *Prerequisite – Students are strongly encouraged to have successfully completed Intro to Art and Design or Drawing and Design and one other studio offering. Not recommended for 9th grade students. One year; 1 credit*

STUDIO LEADERSHIP 844: This course will provide the enthusiastic artistic student an opportunity to continue to create and develop leadership skills using the Arts as a framework. Using the Arts as a foundation, students will continue to create, assist, and lead students in an existing introduction, intermediate or advanced art & design classes, in their own examination of the study of creating, presenting, connecting, and responding to art. *Prerequisite – Instructor recommendation. One year; 1 credit.*

PERFORMING ARTS

BAND 860: The band is open to all students with a background in wind or percussion instruments. Performing experiences include the core concert band, jazz band, pep band, and other specialized chamber groups. The class meets during the school day, and all members are expected to actively participate in selected school and community events, which include band concerts, parades, musical tours, athletic events, and various small and large group music festival experiences scheduled throughout the school year. Special "honors" festival participation and expanded leadership opportunities are available for advanced students who qualify. *Prerequisite – Basic knowledge and playing skill on a standard wind or percussion instrument. One year; 1 credit.*

CHORUS 870: The High School Chorus is open to any student who wants to learn correct vocal techniques, how to sing in parts, and how to read music. We perform a variety of repertoire including Broadway, classics, and contemporary pieces. We focus on teams and leadership skills, including being a section leader, singing solos, and more. In addition, singing in a group has been scientifically proven to have mental and physical health benefits. Come be a part of this team. Singers can also advance their study by auditioning for select choir groups as well as state and district festivals. *One year; 1 credit.*

STRINGS 880: The string orchestra is open to all students with a background in violin, viola, cello, or bass. Through multiple weekly rehearsals and numerous public performances, the student will develop individual, team, and leadership skills; along with poise, and a knowledge of the orchestral repertoire. Students may also advance their skills and range of knowledge by auditioning for statewide festivals and full orchestral ensembles in the area. *Prerequisite – Basic knowledge and prior experience with stringed instrument performance. Completion of second level instruction and/or prior experience with string instrument performance in an ensemble setting. One year; 1 credit.*

MODERN ROCK BAND 883: Modern Band will utilize the rock band instruments: drums, guitar, bass, piano and vocals to perform current classic rock/pop songs. Members of the class will learn to play all of the instruments; no prior knowledge is required, only a "can do" attitude. Form and style will be discussed and students will have the opportunity to write their own music. Performance is a requirement of the class. The rock band will perform for school functions, concerts and Pep Band events. *No Prerequisite. One year; 1 credit.*

INTRODUCTION TO DRAMA 349A/B, fall and/or spring semesters: This course will cover the fundamentals of theater, especially improvisation, theater terminology, and acting technique. We will focus our acting on monologues, two person scenes and small group scenes. A live performance will be the final exam for the completion of this course. *No Prerequisite. This course is an elective and may be taken more than once. It fulfills 0.5 credit of the visual and performing arts requirement. One semester; 0.5 credit.*

WELLNESS

OVERVIEW

The Wellness Department will provide the students with the basic knowledge and skills needed to live a healthy lifestyle. Our goal is to educate students on the importance of striving to make healthy choices. Courses offered through this department will focus on physical, mental, emotional, and

social health and will help students develop strategies to make healthful choices that will lead to optimum health.

These courses will provide students with a comprehensive sampling of various fields and activities that can be pursued throughout a lifetime. Health and Physical Education are courses required for graduation. Students who are physically unable to participate in Physical Education must obtain verification from a physician. An alternative program will be provided for these students.

HEALTH 600A/B, fall and spring semesters: This semester course takes a holistic approach to the study of Health. An emphasis is placed on modern lifestyles and their overall effect on personal wellness. Health education addresses topics of Family Life Education, Substance Use and Abuse, Growth and Development, Nutrition, Community Health, Consumer Health, Prevention and Control of Disease and Disorders, and Safety & Accident Prevention. The objectives of the course are to provide the knowledge and personal skills required to make informed decisions and to practice healthful habits. *One semester; 0.5 credit.*

PHYSICAL EDUCATION 620: The goals and objectives of P.E. are designed to develop an appreciation of a sound body and good health through physical fitness education and exposure to a variety of lifetime activities. Students are required to change into appropriate attire for class and must be willing to participate with good effort on a regular basis. Because of the nature of this course and the inherent physical and emotional risks involved, students are expected to be cooperative and demonstrate respectful and responsible behavior at all times. Grades are based on attendance and participation, respectful and responsible behavior, effort and enthusiasm, motor skills, and written tests. *One year; 1 credit.*

ADVANCED PHYSICAL EDUCATION 622: The Advanced Physical Education Course will provide an opportunity for Juniors and Seniors to further their interests in sport and recreational activities. The main focus will be centered on the cardiovascular and mental health benefits that regular physical activity provides and the social benefits of building connections with classmates while learning to respect each other's abilities and limitations. Students taking this class need to be self-directed and will be guided in building leadership skills. (Maximum 20 students) *One year; 1 credit.*

Mid-Maine Technical Center

Mid-Maine Technical Center is a regional career and technical education school that offers the students of Lawrence, Messalonskee, Waterville, and Winslow High Schools twenty-four Career and Technical Education Courses. Each technical program at Mid-Maine Technical Center has achieved National Program Certification or is using State Licensing Standards, which provides our students the opportunity to earn over forty industry recognized certifications.

Students attend Mid - Maine Technical Center as part of their school day, while continuing to take academic courses at their high school. Enrollment at Mid-Maine Technical Center is arranged through the high school guidance department at no cost to the student.

Mid-Maine Technical Center courses are offered in two blocks, morning and afternoon. While specific arrival/departure times vary slightly from school to school, the general schedule is as follows:

AM Block: 8:20 – 10:45 **PM Block: 11:20– 1:45**

Internships

Students who are advanced in their technical skills and who demonstrate professional workplace behavior can be eligible for internships with local businesses pending recommendation from their MMTC instructor. Students would attend their internship once or twice a week during MMTC class time.

INTEGRATED ACADEMIC CREDITS

Integrated Academic Credits may be earned for high school graduation by completing an approved course at Mid-Maine Technical Center. Prior approval from a school counselor must be obtained before seeking academic credit.

Mid-Maine Technical courses are potentially available to meet graduation requirements:

English	Math	Science	Social Studies	Fine Arts	PE/Health
Criminal Justice*	Automotive Technology	Criminal Justice (PM)	Criminal Justice	Construction Technology	Early Childhood
Mass Design*	Construction Technology	Electrical Technology		Culinary Arts	EMT Basic
	Culinary Arts	EMT Basic		Early Childhood	Outdoor Leadership
	Electrical Technology	Information Technology		Mass Design	Pre-Nursing
	Precision Machining	Outdoor Leadership			
	Pre-Engineering	Pre-Engineering			
		Pre- Nursing			

***Elective credits only–would not replace a required English course**

AUTOMOTIVE TECHNOLOGY

CTE Automotive Service - AM CTE Automotive Systems - PM
National Institute for Automotive Service Excellence – ASE Certified Program

Instructor
Craig Smiley 873-0102, ext. 272
Automotive Service Excellence (ASE)Master Certified smiley@mmtc.me
Maine State Inspection License

General Overview
Students will learn skills through a combination of classroom and shop activities. Live work, including all makes and models of cars and trucks, is used in our hands-on activities. Students will follow the NATEF curriculum for maintenance and light repair and will also have a classroom emphasis on Maine State Inspection.

Text:
Automotive Technology- Custom (CMCC Dual Enrollment), Automotive Maintenance and Light Repair
Readability Score: 10th grade reading level
Maine State Inspection Manual
Electude
MLC High School

Student Expectations
Goal: To prepare students for entry-level automotive employment or use as a stepping-stone for a college education.

- Ability to work as a team member
- Understand and demonstrate workplace safety
- Participate in classroom and shop activities
- Ability to follow verbal and written directions to perform work tasks
- Demonstrate industry standards: employee relations, customer service, time on task, and quality control
- Demonstrate respectful and responsible behavior

Student Certification Available
National Institute for Automotive Service Excellence (ASE Student)

- Suspension
- Steering
- Brakes
- Electrical
- Engine Performance
- Maintenance and Light Repair

Maine State Inspection License
Air Conditioning EPA Section 609

Dual Enrollment Credit Available

Central Maine Community College: one credit AUT-100, Intro to Auto Tech, two credits AUT-110, Brakes, two credits AUT-120, Suspension, Steering , three credits AUT-150, Electrical, Maine State Inspection, one credit

Business and Marketing

CTE Business, Marketing, and Entrepreneurship - PM

Instructor, TBD

TBD 873-0102, ext. 170

General Overview:

Mid-Maine Technical Center's Business Leadership program is tailored for high school students aspiring to thrive in the dynamic realm of business. This comprehensive course encompasses Sales & Marketing, Entrepreneurship, Law & Ethics, Accounting, and Management.

A business education not only cultivates critical thinking, communication, and entrepreneurial prowess, but also opens doors to diverse and rewarding career pathways.

Student Expectations:

- Demonstrate the ability to work independently and in groups.
- Ability to maintain focus on an applied task for 1.5 hours.
- Learn and exhibit appropriate workplace behaviors.
- Prepare for and pass certification tests.
- Students should be comfortable with Algebra applications and statistics.

Student Certification Available

TBD

Dual Enrollment Credit Available

CONSTRUCTION TECHNOLOGY

CTE Finish Carpentry – AM
Woodwork Career Alliance (WCA)
(WCA)

CTE Residential Construction– PM
Woodwork Career Alliance

Instructor
Jason Whittemore
OSHA General Industry Trainer
WCA Accredited Skill Evaluator

873-0102, ext. 263
jwhittemore@aos92.org

General Overview
Students in the Residential Construction program will participate in an applied learning curriculum covering all aspects of construction of a residential home. Students in the Finish

Carpentry program will participate in an applied learning curriculum to practice construction, joinery, finish, and installation techniques used in finish carpentry. Students in both programs will have the opportunity to earn the WCA saw blade credential and the OSHA 10 card.

Text
Modern Carpentry
Readability score: 10th grade
Woodworking
Readability score: 8th grade

Student Expectations

Finish Carpentry
Goal: To prepare students to be able to perform Finish carpentry related skills and pass National Certification tests (WCA and OSHA 10)

- Exhibit appropriate workplace behaviors
- Ability to work independently and in small groups
- Physical ability and Concentration to work on tasks for at least 1.5 hours continuously
- Understand and demonstrate safety concepts independently after proper safety instruction
- Have adequate eye/hand coordination to properly use power and hand tools
- Ability to follow multi-step directions independently after instruction
- Have a strong background in basic mathematic computation (measurement, fractions, addition, division, and subtraction of fractions and percentages

Residential Construction
Goal: To prepare students to be able to perform rough carpentry related skills and pass National Certification tests (WCA and OSHA 10)

- Exhibit appropriate workplace behaviors
- Work and function in group activities
- Have a strong background in basic mathematic computation (measurement, fractions, addition, division and subtraction of fractions and percentages
- Understand and demonstrate safety concepts independently after instruction
- Physical ability and Concentration to work on tasks for at least 1.5 hours continuously
- Ability to work on elevated surfaces
- Ability to work outside in all weather conditions
- Have adequate eye/hand coordination to properly use power and hand tools

Certification Available
WCA: Passport with saw blade credential, 10 hour OSHA

Dual Enrollment Credit Available
Eastern Maine Community College: Framing, Safety, and Code Compliance (3 Credits) and Basic Woodworking 1 (3 Credits)

Criminal Justice

Law Enforcement and Police Patrol – AM Criminal Investigation - PM

Instructor
Steve MacCallum
873-0102, ext. 271
smaccallum@aos92.org

General Overview
AM class provides an entry level study of the past, present and future of American Law Enforcement, judicial and correctional systems. Students will study the philosophies of the systems and the role law plays in our society. Crime trends and strategies will be examined. Constitutional and criminal law are studied. PM class students will study basic criminal investigation techniques, such as interview skills, case management, crime scene management and report writing. Emphasis will be placed on evidence collection and preservation. Students will compose affidavits for search warrants and arrest warrants.

Student Expectations
- *Basic writing skills*
- *Basic public speaking skills*
- *Critical reasoning skills*
- *Ability to work with others on group projects*
- *Respectful and responsible behavior*

Dual College Credits
Central Maine Community College: CRJ 101 Intro to Criminal Justice (3 Credits) and
CRJ 296 Special Topics: Criminal Investigations/Forensics/Crime Scene (3 Credits)

CTE ACADEMY

Instructor
Christopher Spear
873-0102, extension 267
cspear@aos92.org

General Overview
The CTE Academy is focused on the learning needs of 9th and 10th grade students that are interested in enrolling in a technical program during their junior and/or senior year. The CTE Academy course is built upon introductory skills standards taught in our twelve CTE program areas creating a sequential curriculum to enhance student success. Aside from technical skills, there is a specific focus on safety, professionalism, and basic academic skills expected of students at MMTC.

Schedule
175-hour, one semester course
AM: Waterville and Winslow students on A/B schedule for entire school year
PM: Lawrence and Messalonskee students every day for one semester

Text
NCCER Core Curriculum
Readability score: 10th grade

Student Admission Criteria:
- Prior attendance record of 80% or higher.
- Enrolled in or have completed pre-algebra.
- Lexile reading score of 800 (6th grade level) or better.
- Ability to follow multi-step directions, without assistance.
- Ability to pass written Safety Tests, operate equipment, wear appropriate personal protective equipment and work safely.
- Ability to work independently without constant redirection.

Student Expectations
Goal: To instill a work ethic and cultivate skills that will prepare students for enrollment in full-time technical programs offered at MMTC.
- Maintain a passing grade of 60 or better
- Follow classroom rules and school policy
- Adhere to OSHA safety regulations and exhibit appropriate workplace behavior
- Exhibit social and personal skills to work as a team member
- Complete a task independently after guided instruction
- Ability to avoid and not create distractions
- Willingness to participate in activities related to a variety of technical fields
- Physical ability and concentration to work on tasks for at least 2 hours
- Ability to learn and demonstrate professional behavior

Student Certification Available
10 hour OSHA
CPR and First Aid

CULINARY ARTS

CTE Food Preparation – AM
National Restaurant Association Prostart

CTE Restaurant Operation – PM

Instructor
Drew Jones
Serv Safe Certified Instructor and Proctor

873-0102, ext. 279
djones@aos92.org

General Overview
Students gain knowledge, skills and professionalism in culinary arts needed to successfully enter a food service career, or to gain admission to a post-secondary culinary institution. Emphasis is placed on sanitation, safety, attitude and work ethics. Students cook for and operate an on-site café and catering service.

Text:

Foundations of Restaurant Management and Culinary Arts Level 1 and 2, 2nd Edition National restaurant Association,

Serv Safe Essentials, National Rest. Assoc., 7th Edition 2008, 2017
Readability Score: Lexile Score 1060

On Cooking, 6th Edition, 2018, Labensky, Hause, & Martel

Student Expectations

Food Preparation

Goal: To prepare students for entry level food service employment

- Maintain good personal hygiene.
- Understand and demonstrate high levels of safety concepts (esp. working with knives.)
- Ability to demonstrate a high levels of
- manual dexterity.
- Ability to follow 5 to 10-step verbal and written directions to perform work task.
- Basic Math skills – addition, subtraction, multiplication, and use of fractions
- Demonstrates positive attitude, maturity and
- Professionalism appropriate to the trade.
- Ability to work in a group setting as a team player.
- Work with potentially dangerous equipment in a safe and professional manner

Restaurant Operation

Goal: To prepare students for entry-level food service employment, or admission to culinary school

- Maintain good personal hygiene.
- Perform positive and appropriate customer service.
- Ability to follow 5 to 10-step verbal and written directions to perform work tasks.
- Understand and demonstrate sanitation knowledge and skills based on national standards.
- Demonstrate math skills – addition, subtraction, multiplication, fractions and percentages.
- Demonstrates positive attitude, maturity, safety, and professionalism appropriate to the trade.
- Ability to work in a group setting as a team player.
- Demonstrate ability to produce written work.
- Work with potentially dangerous equipment in a safe and professional manner

Student Certification Available

National Restaurant Association, "Serv-Safe" Manager 30 Hr., ServSafe Food Handler, and Hospitality Maine Pre-Apprenticeship

Dual Enrollment Credit Available

Kennebec Valley Community College: two credits Culinary Sanitation & Theory and two credit Introduction to Culinary Arts

NOTE

Per safety and sanitation standards established by the American Culinary Federation, the following are required of all faculty and students when participating in applied learning activities:

- Wear a clean apron daily.
- Remove all jewelry.
- Wear hard, closed-toed shoes that are slip-resistant.

MMTC will provide clean aprons each day. Students will be given access to lockers where they can safely store jewelry during instructional time. Students will be responsible for providing their own shoes, although the school will offer assistance if purchasing shoes causes an undue financial hardship. Students will be given a chef coat, chef hat, and thermometer. It is their responsibility to bring these items in clean every day.

EARLY CHILDHOOD EDUCATION

CTE Child Care – AM
Instructor
Marsha Demers

CTE Early Childhood Education - PM

873-0102, ext. 222
demers@mmtc.me

General Overview:
Through course work and assisting in a licensed and accredited preschool program, students will learn skills and knowledge for teacher aid and assistant positions in early education programs and for continued education in the education or health/human service fields.

Text:

Lifespan Development (School year 2025-26)

Working with Young Children 2016 (School years 2024-25 and 2026-27)
Readability Score: 9th grade

Rules for the Licensing of Nursery Schools
Readability Score: 11th & 12th grade

Developmentally Appropriate Practice in Early Childhood Programs

Student Expectations

- Student must be at least 16 years of age.
- Student must be emotionally stable and mature.
- Student must be able to read and comply with ***Rules for the Licensing of Nursery Schools*** (see attached)
- Student must be able to exercise good judgment while working with children
- Student must be a positive language model for children: communicating clearly, using proper English, and avoiding offensive, aggressive, or demeaning language.
- Student must be able to read and follow written and oral directions without direct supervision.
- Student must be free of any involvement in sexual or violent crimes or activity involving substance abuse.

Student Certification Available
Emergency First Aid & CPR, Certified Early Childhood Assistant
Ed Tech I, Serv-Safe Food Handler, Behavioral Health Professional

Dual Enrollment Credit Available
Kennebec Valley Community College:
3 credits ECE 131 Introduction to Early Childhood (2025-26)
3 credits ECE 152 Children's Literature (2024-25 and 2026-27)
4 credits ECE 156 Field Placement (2024-25 and 2026-27)

ELECTRICAL TECHNOLOGY

CTE Electrical I – AM CTE Electrical II - PM
National Center for Construction Education and Research – NCCER Certified Program
Instructor
Howard Nelson 873-0102, ext. 268
Master Electrician hnelson@aos92.org

General Overview
Students will gain the knowledge and work experience necessary to enter a two-year community college and earn credit toward obtaining state electrician's licensure. Prepare for and gain educational credits to obtain the various steps of state electrical licensing. Students are also eligible for entry level electrical helper's status and employment upon graduation from high school.

Text
NFPA 70 National Electrical Code
Delmar Standard Textbook of Electricity
Centgage House wiring
ATP Blueprint Reading
Readability Score: 10th grade, with an emphasis on technical reading

Student Expectations

Electrical Technology I
Goal: To prepare students for entry into the work force as an electrician's helper
- Workshop safety and procedures
- Use of hand and power tools
- Hands on wiring
- Basic understanding of hazmat and OSHA requirements
- Basic shop math skills, including basic algebra
- Basic measuring and cutting skills
- Successfully demonstrate the use of electrical measuring meters
- Basic electrical troubleshooting techniques
- Learn solar design and installation

Electrical Technology II
Goal: To prepare students for secondary education, licensing
- Successfully complete basic course requirements
- Understand electrical system design
- Perform basic project estimation
- Successfully read and interpret blueprints
- System installation
- Journeyman electrician credits
- Electrical trade techniques
- Conduit Bending and threading
- Learn basic motor controls
- Learn generator installation and repair

Student Certification Available
Maine Electrical Helper's License
Maine Journeyman 576 Hour Coursework
OSHA 10 Hour Course Certification

Dual Enrollment Credit Available
Kennebec Valley Community College: five credits ETL 121: Residential House Wiring (with an 85 or better final grade)

Prerequisites
Algebra 1 & Geometry

EMERGENCY SERVICES - EMT BASIC

CTE Emergency Medical Technician-Basic -
AM
Maine EMS Emergency Medical Technician - Basic
Instructor: Abigail McMahon 873-0102, ext. 170
amcmahon@aos92.org

General Overview:
Emergency Medical Technician-Basic is a Maine EMS sanctioned certification/licensure program that prepares students to work in the Emergency Medical field as a licensed care provider through a combination of academic and physical skills standards.

Text:
Emergency Care and Transportation of the Sick and Injured, AAOS 12th Edition
Readability Score: 11th grade

Student Expectations
Emergency Medical Technician - Basic
Goal: To prepare students for licensure and employment in the Emergency Medical Services field.

Cognitive/Behavioral Expectations:
- Ability to think/work quickly, efficiently, and compassionately in (simulated) emergency situations
- Ability to follow 5-10 step verbal or written directions to perform a work task.
- Exhibit sufficient academic independence and discipline to be successful in a college-level course
- Understand safety concepts

Applied (Psychomotor) Expectations:
- Ability to perform physically demanding tasks (lift and carry up to 125 pounds, assist in moving patients, carry stretchers, etc)
- Ability to demonstrate skills of assessment and treatment of patients
- Work as an individual or a member of a team to accomplish assigned tasks in scenario-based simulations
- Demonstrate safety concepts
- Stamina to remain at work 12 hours

Student Certification Available:
EMT-B (course completion grants certification – students must complete the National Registry Examination in order to become licensed to practice emergency medicine)
American Heart Association Health Care Provider CPR
Hazardous Materials Awareness
LifeFlight Landing Zone Coordinator
NIMS IS100/200/700
Stop the Bleed
DHHS Mandated Reporter

Dual Enrollment Credit Available:
Kennebec Valley Community College: 7.0 credits EMS-111

INFORMATION TECHNOLOGY

IT Service Technician – AM Networking and Cyber Security – PM

CCST, CCST -Networking, CCST- Cybersecurity

Instructor
Jeremiah Johnson 873-0102, ext. 276
jjohnson@mmtc.me

Textbooks
AM: Cisco Study Guide
PM: *Cisco Academy Online*
CCST Study Guide

General Overview

IT Service Technician
Welcome to the IT Services Technician course, where students dive into the world of tech innovation and hands-on exploration! Aligned with the Cisco CCST certification, this program equips students with critical skills for building, maintaining, and troubleshooting personal computers, ensuring they're prepared for today's tech-driven world. From the fundamentals of PC assembly and operating system installation to advanced skills like soldering, 3D printing, and diagnostic testing, students will master the essentials of computer hardware and software maintenance. Along the way, they'll gain hands-on experience in Arduino and Raspberry Pi programming, experiment with VEX robotics, explore virtual reality, and even dabble in Python programming and basic game development. Get ready to unlock the skills needed to thrive in IT services with a curriculum that's as diverse as it is dynamic.

Networking and Cyber Security
Step into the advanced world of networking and cybersecurity with this hands-on, career-focused course, designed for students ready to build on the foundational skills gained in the IT Services Technician class. Preparing students for Cisco's CCST Networking and Cybersecurity certifications, this program covers essential skills like Cisco configurations, network management and design, Wi-Fi, routers and switches, and server maintenance. Students will also dive into advanced topics, including cable installation, virus detection, network hardening, and threat defense, gaining critical expertise for securing modern IT infrastructures. This immersive course equips students to tackle complex cyber challenges, making them ready for the demands of today's tech landscape.

Student Expectations
- Ability to work independently for a two-hour block
- Ability to follow multi-step directions
- Attention to detail and fine motor skills
- Good attendance, as new subject material is introduced daily
- The ability to work with in groups and provide professional, courteous customer service
- Understanding and adherence to standards of professionalism and lab safety

Prerequisites:
The PM- Networking and Cyber Security class requires completion of the IT Support Technician course.

Student Certification Available
IT Services Technician
Cisco Certified Technician (CCST) IT Support 100-140
OSHA 10 hr General Industry
Ladder Safety
Networking/Cybersecurity
Cisco Certified Support Technician (CCST) Networking 100-150
Cisco Certified Support Technician (CCST)Cybersecurity 100-160
OSHA 10 hr General Industry
Ladder Safety

Dual College Credit Available
AM Course- Kennebec Valley Community College: three credits ETC-110, Computer Technology Support, three credits ETC 112, Information Technology Fundamentals
PM Course- Eastern Maine Community College: four credits -CST 166 (CSCI 166) Networking

OUTDOOR LEADERSHIP & SKILLS: RECREATION AND NATURAL RESOURCE MANAGEMENT & MAINE GUIDE AND RECREATION

CTE Forestry & Wildlife Management
Instructor: **Alanna St.Amand** 207-873-0102 ext. 275 astamand@mmtc.me

General Overview: This experiential course is designed to inspire students to become confident leaders in outdoor environments. The program is crafted to provide students with a comprehensive understanding of outdoor pursuits, leadership principles, and the skills necessary to lead groups in various outdoor activities.

Whether students aspire to become Maine Guides, game wardens, outdoor educators, or pursue further education in environmental science, these course provide a solid foundation in outdoor leadership and adventure education. Students will gain the confidence, skills and passion to lead and inspire others in the outdoors while fostering a deep appreciation for nature and responsible outdoor recreation.

RECREATION & NATURAL RESOURCE MANAGEMENT -AM

Text:
Natural Resources Systems-2021, by, Travis Park and Tara Berescik
Leave No Trace In The Outdoors, by Jeffrey Marion

Student Expectation:
- Work as an individual or as a member of a team to accomplish assigned tasks.
- Ability to work outside in various weather conditions.
- Ability to demonstrate proper safety practices.
- Physical ability to remain working in the field for at least 2 hours.
- Ability to work independently following verbal and written directions.
- Exhibit strong environmental stewardship.
- Exhibit academic independence and discipline to be successful in a high-level Science course.

Student Certifications:
- Maine Department of Inland Fisheries snowmobile safety
- Maine Department of Inland Fisheries ATV safety
- Leave No Trace
- American Heart Association First Aid/CPR/AED

Potential Course Units:
- Mountain Bike Skills & Maintenance
- Trail Building and Maintenance
- Backpacking
- Climbing Wall Management
- Cross Country Skiing
- Map & Compass

GUIDING & RECREATION- PM

Text:
Master Guide Handbook to Outdoor Adventure Trips, Gilpatrick
AMC Guide to Outdoor Leadership, 2nd edition, Kosseff

Student Expectation:
- Work as an individual or as a member of a team to accomplish assigned tasks.
- Ability to work outside in various weather conditions.
- Ability to demonstrate proper safety practices.
- Physical ability to remain working in the field for at least 2 hours.
- Ability to work independently following verbal and written directions.
- Exhibit strong environmental stewardship.
- Exhibit academic independence and discipline to be successful in a high-level Science course.

Student Certifications:
- *Maine Department of Inland Fisheries* firearm hunter safety
- *Maine Department of Inland Fisheries* archery safety
- *ServeSafe* Food Handlers
- *American Heart Association* CPR/AED
- *SOLO* Wilderness First Aid
- Registered Maine Guide license

Anticipated Certifications:
- *American Canoe Association:* Swiftwater Rescue
- *American Canoe Association*: River Canoe

Potential Course Units:
- River Canoeing
- Swiftwater Rescue
- Rafting
- Fly Fishing & Ice Fishing
- Map Compass

Dual Enrollment Credit Available:
Washington County Community College: one credit ADV 130: Maps and Compass, three credits ADV 170: Maine Guide Recreational Preparation (must also pass the Maine Guide exam to receive credits)

Dual Enrollment Credit Available:
Three Credits: KPE 265 UMaine
Outdoor Leadership Pathways

PRE-ENGINEERING

Pre-Engineering I/II: AM Pre-Engineering I/II: PM:

Instructor: Dale Burbank
NOCTI: Pre-Engineering/Engineering Technology Certified

873-0102, ext. 173 dburbank@aos92.org

General Overview:
Students will be introduced to elements of Mechanical, Fluid Power, Electrical, and Civil Engineering and Engineering Technology.
Students will work with state-of-the-art equipment to explore engineering careers and practice professional skills. Students will
create projects using 3D printers, laser cutters, routers, CNC mills, and other advanced equipment. Students will conduct a variety of
hands-on engineering design projects to include robotics, quad-copter drones, and coding microcontrollers.

Text:
College Physics, 12 th Ed., Serway
Introduction to Engineering, Reeping
Student Expectations:
Goal: To prepare students for entry into a college-level engineering or engineering technology program or related STEM fields.

- Students will understand the fundamentals of General Physics
- Students will understand intermediate level 3-D and CAD design
- Students will understand the fundamentals of robotics, sensors, and coding microprocessors
- Students will work with hands-on projects and prototypes to apply the engineering design process
- Students will use Industry Standard CAD programs to design and create
- Students will learn the fundamentals of safety procedures and safe working conditions
- Students will develop a basic understanding of hazmat and OSHA requirements
- Students will demonstrate mathematical skills, including algebra and geometry

Student Certification Available:

- OSHA 10
- NOCTI Pre-Engineering
- Others to be introduced

Dual Enrollment Credit Available:
PHY115, General Physics I, 4 credits, University of Maine at Augusta

Prerequisites:
Algebra I but Algebra II recommended
Geometry (especially trigonometry)
Chemistry and/or Physics recommended

PRE-NURSING

CTE Certified Nursing Assistant – AM
Instructor
Tracy Cloutier
Registered Nurse

CTE Certified Nursing Assistant - PM
CTE Certified Nursing Assistant Internship – Independent hours
873-0102, ext. 264
tcloutier@aos92.org

General Overview
Students will learn the basics of the health care field. The curriculum includes study in Anatomy/Physiology, Medical Terminology, Human Growth and Development and Disease Processes and Prevention. Course requirements include lectures/notetaking, written assignments, lab work, and patient contact through clinical hours.

Text
Lippincott Textbook for Nursing Assistant: A Humanistic Approach to Caregiving 6th Ed.
Lippincott Workbook for Nursing Assistant: A Humanistic Approach to Caregiving
Cengage Ehlrich/Schroeder, Medical Terminology for Health Professions
Readability score: 9th grade

Student Expectations
Certified Nursing Assistant
Goal: Obtain the State of Maine Certified Nursing Assistant Certificate
- Maintain an average of 80 or better in classroom work.
- Maintain a classroom attendance of 90% or better.
- State minimum age requirement of 16 years.
- Demonstrate professional attitude and work ethic in class and during clinical hours.
- Absence of substance use or abuse. Must be free of criminal conviction.
- Maintain strict patient confidentiality and safety.
- Meet State requirement of lab, classroom theory, and clinical practice
- Meet requirements of clinical sites

Student Certification Available
State of Maine Certified Nursing Assistant
American Heart Association Health Care Provider CPR and First Aid
Serv Safe Food Handler
Mandatory Reporting
Stop the Blood

Dual Enrollment Credit Available
Southern Maine Community College: three credits HLTH 105- Medical Terminology, three credits HLTH 100- Introduction to Health Sciences, and one credit FIGS 102, Intro to the Health Professions

PRECISION MACHINING

CTE Machine Tool – AM and PM CTE Machinist Operations - PM
National Occupational Competency Testing Institute (NOCTI)

Instructor
Darrin Morgan 873-0102, ext. 274
dmorgan@aos92.org

General Overview

The curriculum is based on standards established by the National Occupational Competency Testing Institute (NOCTI). Students will complete tasks using bench and surface grinders, metal cutting saws, vertical milling machines, and engine lathes. Students will also acquire skills in blueprint reading, quality control, standard operating procedures, employee relations, and safety. Students will also explore operator and setup of computer numeric control machines.

Text

Precision Machining Technology, NOCTI
Readability Score: college level with industry specific terminology

Student Expectations

Machine Tool

Goal: To prepare students to meet NOCTI standards by teaching basic skills and principles in machining

- Participate in classroom training
- Exhibit professional behavior, Integrity, respect and reliability
- Ability to learn craft specific terminology and apply terms in the shop
- Adhere to safety and standard operating procedures
- Apply shop mathematic principles

Machinist Operations

Goal: Progress with NOCTI certification procedures and develop independent work skills

- Participate in classroom activities involving CNC equipment
- Exhibit professional behavior, leadership, and collaborative learning

Certification Available

NOCTI Precision Machining Job Ready

Dual Enrollment Credit Available

Kennebec Valley Community College: 7 credits PMT 101

MEDIA DESIGN

CTE Videography & Multimedia Journalism – AM CTE Broadcasting & Multimedia Production - PM

Instructor

Dave Boardman, Ed.D., NBCT 207-873-0102, ext. 178 / dboardman@aos92.org

Videography & Multimedia Journalism

You'll learn professional techniques to film and edit video journalism stories, music videos, short films, and more. We're part of the PBS NewsHour Student Reporting Lab program, so you'll have a national platform to share your work. You'll also learn photography, audio production, illustration, and graphic design, and you can specialize in an area of your choice. You'll be eligible for up to 24 college credits over two years from Southern Maine Community College and Husson University.

Broadcasting and Multimedia Production

You'll develop skills in photojournalism, audio recording and production, graphic design, and video production. You'll join our PBS NewsHour Student Reporting Lab, and we'll focus on connecting your work to real audiences, with opportunities for livestreaming, and producing live video and audio projects. You'll be eligible for up to 24 college credits over two years from Southern Maine Community College and Husson University.

See our program video: https://youtu.be/YbB98IRgu3k

Text

The Bare Bones Camera Course for Film and Video by Tom Schroeppel
Readability Score: Secondary level (Other texts and resources are provided online.)

Student Expectations:

Demonstrate the ability to work independently and in groups. Ability to maintain focus on an applied task for 1.5 hours. Learn and exhibit appropriate workplace behaviors.
Prepare for and pass national certification tests.

Student Certification Available

CTECS: Maine Video Production / Maine Association of Broadcasters Adobe Certified Professional in Video Design

Dual Enrollment Credit Available

Southern Maine Community College: 21 credits in Communications and New Media

CNMS 111: Digital Foundations CNMS 120: Digital Imaging CNMS 180: Digital Illustration

CNMS 115: 2D Design
CNMS 160: Video and Audio Production CNMS: 240: Nonlinear Editing

Husson University / New England School of Communications: Six credits in Computer Technology CT 100: Introduction to Video Production CT 121: Computer Applications