

# **PROGRAM OF STUDIES**

## **2021-2022**



# **GREENVILLE CONSOLIDATED SCHOOL**



## **Mission Statement**

Together we, Greenville Consolidated School, provide a safe, respectful and nurturing environment in which:

- Student opinions and ideas are sought and respected, and their differences and unique abilities are nurtured.
- Each individual is encouraged to be well rounded, striving to achieve academic, athletic, and artistic excellence, as well as to develop social conscience.
- Students are encouraged to be life-long, self-motivated learners inside and outside of the classroom. They are able to work independently and cooperatively.
- Each individual makes responsible decisions and takes responsibility for his/her actions.
- Parents and the community are welcomed and encouraged to participate in the school's activities and programs.
- There is mutual respect and open communication among parents, teachers, students, and community members.
- Teachers hold high expectations for students and implement a wide variety of instructional strategies to meet the individual needs of students.

Consolidated School. Although all efforts are made to provide the most current information, changes in policies and procedures in the upcoming year may not be reflected in this publication.

**TRANSCRIPT** A transcript is your academic history. The courses you have taken in high school, your grades and the credit value of each course, along with the difficulty level, is recorded on a transcript, which is used to determine your ability to receive a high school diploma, and also reports your high school history to employers, the military, or colleges.

It is your responsibility to read this booklet and be aware of graduation requirements. The Guidance Director will make every effort to see that you are properly scheduled, but the ultimate responsibility for meeting all graduation requirements belongs to you! Final program selection must be approved by the Guidance Director and the Principal.

**REQUIREMENTS FOR A GREENVILLE CONSOLIDATED SCHOOL DIPLOMA - CLASS OF 2021 AND BEYOND**

In accordance with Maine law and Greenville Consolidated School Board, the awarding of a diploma will be contingent upon the demonstration of proficiency, and the earning of credits, in the content areas of Maine’s system of Learning Results, and meeting the cross-content performance standards of the Guiding Principles of the Learning Results. Students must/need to:

- A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results:
  - English Language Arts
  - Mathematics
  - Science and Technology
  - Social Studies
  
- B. Students need to complete local requirements in the following content areas of the Learning Results:
  - World Languages
  - Health and Physical Education
  - Fine Arts
  
- C. Exposure to the cross content performance standards set forth in the Guiding Principles of the Learning Results.
- D. Earn a minimum of **22** educational experiences/credits with the following distribution **FOR THE CLASS OF 2021-2024**: (Note: The terms “experiences” and “credits” will be used interchangeably). or  
 Earn a minimum of **24** educational experiences/credits with the following distribution **FOR THE CLASS OF 2025 AND BEYOND**: (Note: The terms “experiences” and “credits” will be used interchangeably)
- E.

SUBJECT	# of experiences	
English	4	
Social Studies	3	( Western Civ., U.S. 1, & U.S 2*)
Math	3	
Science	3	(Freshmen Sci., Bio., and 1 elective)
Fine Arts	1	
Health	½	
Physical Education	1	
World Languages	2	(Two years of the same language)

Please note that these are the required courses, which total 17.5 credits. The remaining credits will be elective credits, which will be a combined minimal total of 22 credits for graduation. Students will have the ability to receive high school credit in two separate areas, if they have successfully completed Algebra I and World Language in 8<sup>th</sup> grade. Those courses need to be available to them while not interrupting their regular academic schedule and will be recommended by the academic teacher. Depending upon your postsecondary plans, your student should choose the optimum number of credits and academic courses to meet expectations of either four or two year colleges, or employers. The worksheet provided on the last page will help students and parents make appropriate plans for their four high school years at Greenville. **Please also note that it is a requirement that each student complete a minimum of 20 hours of community service.**

**REGISTRATION INFORMATION - COURSE LOAD REQUIREMENTS**

Credit requirements: It is suggested that students be enrolled in the following minimum number of credits per year, per grade level to help with meeting the minimum credit requirement for graduation:

- |                           |  |
|---------------------------|--|
| Grade 9..... six credits  | Grade 11..... five credits or six credits (class of 2025 and beyond) |
| Grade 10..... six credits | Grade 12..... five credits or six credits (class of 2025 and beyond) |

Full-time/Part-time Status: Students who return for a fifth year after not graduating with their class may enroll as part-time students. Such students will be required to be in attendance only during the time they have scheduled classes. **All other students must be enrolled in a full-time schedule (5 credits or 6 credits if class of 2025 or beyond). Students must be full time to play sports or participate in extracurricular activities.**

### POLICY ON SCHEDULE CHANGES

**Schedule changes will only be made for the following reasons:**

1. Strengthening of a program by adding a subject;
2. Failure of a preceding course in a sequence, or a prerequisite course. For example, if a student fails CP English 1, CP English 1 must be repeated before a student may take CP English 2;
3. Recommendation by an IEP (Individual Education Plan) or a staffing;
4. Successful completion of a course through Adult Education or another outside opportunity.
6. Student request only with approval of teacher, counselor and parent.

### ADD/DROP PERIODS

At the start of the school year, there will be a two-week designated Add/Drop period when students may change their course assignments without reflecting a grade. Changes are based upon availability and space.

### INTERVENTION PROGRAM

The mission of the Intervention program is to provide students with a secure environment and access to information that may enhance their educational experience. Assigned teachers will assist students with additional help in the academic course(s) they are enrolled in. Assigned teachers will also encourage students to achieve their highest potential in all academic areas.

### MAINE EDUCATIONAL ASSESSMENT - SAT

**All Juniors (third year students) will take the SAT as their high school Maine Educational Assessment. This test will be administered in April, and will determine whether students score Above State Expectations, are At State Expectations, are Below State Expectations, or are Well Below State Expectations of the Maine Learning Standards. In addition, a Science Augmentation Test will also be administered to measure standards in the sciences. All third-year high school students (even those choosing to graduate a year early) MUST take the Maine Educational Assessment.**

### POSTSECONDARY PLANNING

**SAT TESTING:** This very important test helps colleges determine student readiness, and is taken in consideration at most schools during the admissions process. Some colleges that do not consider the SAT in the admissions process may use SAT scores to determine placement or college readiness. Typically, students take the SAT the end of their junior year as their Maine Assessment, with opportunities to re-take the SAT during the start of senior year. Information regarding the SAT can be seen through [collegeboard.org](http://collegeboard.org).

All sophomores and juniors may have the opportunity to practice for the SAT each October, when the PSAT (Preliminary SAT) exam is available. The results are a very useful tool for improving SAT scores later in the year. Unlike SAT scores, PSAT scores are not reported to colleges, but are for the student's use only. The PSAT is ONLY offered in October of each year, and there is no make-up opportunity. Juniors who score well on the PSAT may also be considered for the National Merit Scholarship Qualifying Program (NMQT).

Seniors applying to college should meet with the Guidance Counselor at the start of senior year to see if they need to re-take the SAT in the fall, or if the schools to which they are applying also require additional testing, such as SAT Subject Tests.

In addition to testing, students should pay attention to the following recommendations when choosing their classes as well as working with the Guidance Counselor.

**Four-year colleges** – Most colleges require the following courses for admission:

- Four credits of college preparatory or honors/AP English.

**A minimum of:**

- three credits of college preparatory or Honors/AP mathematics (Algebra 1, Geometry, Algebra 2,);
- three credits of college preparatory, or Honors/AP lab science (usually Freshmen Science, Biology, Chemistry);
- two to three credits of college preparatory or Honors/AP social science (usually World Cultures, CP US History 1 and 2);
- two credits of a modern/classical language, in a single language, i.e. French 1 and French 2.

**Two-year community colleges** – Carefully check the admission requirements for the program in which you are interested. It is also recommended that students take advantage of the Tri-County Technical Center (TCTC) programs, located at Dexter Regional High School, that relate to their interest area. Most two-year colleges require the following courses:

- four credits of college preparatory, Technical English or Dual-Enrollment English;

- a minimum of three credits of mathematics (usually Algebra 1, Geometry, Algebra 2 – College Prep or Integrated);
- Some community colleges may require a minimum of three credits of College Prep or Technical science, particularly physics or STEM.

**Employment** – Students must complete all requirements for a Greenville Consolidated School diploma. It is strongly recommended that students selecting this path attend the Tri-County Technical Center (TCTC) during their junior and/or senior years. The TCTC experience will help students to develop interests, aptitudes and skills that will enable them to more effectively compete in the workforce.

### **FOUR-YEAR HIGH SCHOOL WORKSHEET**

The worksheet at the end of this publication will help you plan your four years at Greenville Consolidated School. It shows the required number of credits needed in each subject area, along with a recommended time line for taking those credits.

In the boxes for each subject, you may choose courses from the Program of Studies to meet your requirements, and write them in below the subject. This way, you can easily plan out your high school career, making sure to fit in requirements and electives.

### **ACADEMIC ADVANCEMENT**

In order for a student to advance academically toward graduation in four years, it is **recommended** that the following numbers of credits be earned:

To be a Sophomore.....6 credits                      To be a Junior .....12 credits                      To be a Senior ..... 18 credits

Students who do not earn the required number of credits may not be able to progress with their class and may need a fifth year of high school in order to graduate.

### **INCOMPLETE GRADES**

Students who receive an incomplete grade at the end of a quarter will complete work assigned per teacher plan. Students with incomplete grades will not be included in the Honor Roll.

### **WITHDRAWAL GRADES**

Students who withdraw from a class after the first quarter will receive a grade of Withdrawal/Passing (WP) on their transcript if their cumulative grade is 70 or above, or a grade of Withdrawal/Failing (WF) if their cumulative grade is failing, as determined by the teacher.

### **EARNING CREDIT THROUGH OUTSIDE PROGRAMS**

High School students are able to obtain outside credit to help toward credit recovery. The principal reserves the right to authorize exceptions on a case-by-case basis. All outside programs for credit must be arranged through the Guidance Office and have prior principal approval.

Outside credit may be earned through Adult Education, a post-secondary institution such as the University of Maine at Presque Isle, ExplorEC, Academe or any other postsecondary or approved on-line school, if the following conditions are met:

- a. Students cannot enroll without prior approval of the principal/designee.
- b. Students are responsible for the cost of the class.

*Students may be eligible for tuition reduction or waiver at some institutions. Check with your school counselor for information on early college awareness programs.*

- c. Grades for outside credit are only added to the transcript after the class is completed, and the guidance office receives official notification of the grades by means of an official transcript. It is the student’s responsibility to first obtain the transcript from the school and then deliver it to the Guidance Director with the intent to add to his/her Greenville transcript. All second semester outside college courses, will not be factored into the students GPA and class rank when establishing graduation parts (i.e. Valedictorian, Salutatorian, and Honor Essayist). When an official transcript is given at the completion of the college course, the course will then be factored into the students GPA and class rank, as well as displayed on the GCS final transcript.

### **GREENVILLE ADULT & COMMUNITY EDUCATION**

**Please note that Greenville Adult & Community Education classes are considered to be outside the regular Greenville program.**

Students who are either Juniors or Seniors, and have permission from parent(s) and counselor, may be able to make up a failed class through Greenville Adult & Community Education to help with credit recovery. Students may also choose to take additional outside credits through adult education due to a specific course offering that is not taught at Greenville Consolidated School. Credit will only be given for approved Adult Education courses. Students must receive approval through their school counselor, parent, and adult education.

Students who are at least 17 years old may transfer their entire educational program to Greenville Adult & Community Education, following a meeting with their parent(s), school counselor, Principal, and Adult Education counselor. Adult Education students who complete their program will receive a Greenville Adult & Community Education diploma. Diploma requirements follow the same requirements necessary for a student’s original intended year of graduation through traditional high school.

## OPPORTUNITIES FOR COLLEGE CREDIT/ADVANCED PLACEMENT

**Advanced Placement Courses** (AP) are offered in World History, U.S. History, English (Language and Composition and Literature and Composition), Psychology, Physics, Biology, Seminar, Research and Capstone,.

To receive college credits, students **must** take the Advanced Placement examinations, which are given each year in May. These examinations are part of the College Board Service, and scores earned on these tests may help students earn credits for college, or admission to upper level courses. **College credit received is determined by each college, and will vary from school to school.** Although students in an AP class are not required to take the AP tests, they are strongly encouraged to do so. Fee waivers for AP exams are available to students who meet the required income qualifications as per the College Board Service.

**Dual Enrollment:** Greenville Consolidated School also offers two Dual-Enrollment classes (Statistics and Calculus) through University of Southern Maine for juniors and seniors. Those students who successfully complete dually enrolled classes with a grade of C or better may receive college credit through the college. It is entirely up to each college to determine whether a student has met college standards or not. Some classes may require minimum SAT or Accuplacer scores before they may be enrolled. In some cases, a posting fee may be required by the college.

**TCTC:** Most TCTC programs are also dually enrolled with area colleges. Please see TCTC course descriptions in this catalog.

### HONOR ROLL

The honor roll is published quarterly and is based on a minimum of full-time subjects as required for each grade. **Students and parents must have submitted a Media Permission Form to have names released for publication of the Honor Roll.** Students who receive incomplete grades at the time the report cards are issued cannot be included on the Honor Roll.

**High Honors**                      All grades 93 or above  
**Honors**                              All grades 85 or above

### SENIOR PRIVILEGES & NHS PRIVILEGES

In order to receive privileges, each quarter, seniors must have all grades at a minimum of 85 in all subjects per quarter. This will allow students to leave the academic building during their study hall periods. Students with senior privileges must have the senior privileges form approved and signed by their parents in order for them to leave grounds. It is also the student's responsibility to sign out and back into school every time they leave. This is important to make sure the school can account for everyone at all times. Should the student be caught skipping other classes (i.e. not returning to school after they left for senior privileges) or does not sign out/in, these privileges will be revoked.

### HONOR PARTS AT GRADUATION

**Calculation Of Grade Point Average** The final average of every course issuing a numeric grade shall be used in calculating a student's Grade Point Average (GPA). Grades received in each course are multiplied by the credit for each course. The sum of the products is divided by the sum of the credits.

Example of a calculation:

<u>Course</u>	<u>Grade</u>	<u>Credit</u>	<u>Average</u>	<u>Grading System</u>
English	94	1	94	
US History	93	1	93	
Fine Arts	96	½	48	A = 93-100
Physical Ed	98	½	49	B = 85-92
Physics	97	1	97	C = 76-84
Algebra 2	88	1	88	D = 70-75
TOTAL		5	469	F = below 70

469/5=93.8 GPA

### WEIGHTED COURSES - RANK IN CLASS

Only Honors and AP courses will be weighted for the sole purpose of determining Rank in Class, which will be computed at the end of each year for college applications, and to determine the top 10 students in the graduating class. AP and Dual enrollment courses are weighted at 1.2%. All other Honor courses are weighted 1.05%

College courses taken outside of Greenville Consolidated Schools, will only be added to the student's transcript and rank in class AFTER the course has been completed, and the student has provided an OFFICIAL TRANSCRIPT from the college. College classes are weighted at the higher level.

Students need to be enrolled at GCS full time for a minimum of three semesters, prior to being included in class rank and graduation parts.

### **AP, Dual Enrollment and Honor Courses Weighted for Rank in Class**

AP Psychology  
AP World History  
AP U.S. History  
AP Language and Composition  
AP Literature and Composition  
AP Capstone: (AP Seminar and AP Research)  
AP Seminar  
AP Research  
AP Physics  
AP Biology  
Honors Chemistry  
Honors Physics  
Honors US History 1  
Honors US History 2  
Honors English 9  
Honors English 10  
Honors English 11  
Honors English 12  
Honors Pre-Calculus  
Honors Calculus  
Honors Statistics  
Honors Edgenuity Courses (offered 2020-2021 due to COVID)  
AP Edgenuity Courses (offered 2020-2021 due to COVID)

### **PROGRAM DEFINITIONS**

In order for all students to have appropriate opportunities to demonstrate mastery of the Learning Results, Greenville Consolidated School provides education in core subjects on several program levels. These programs are defined as:

**General:** General (GEN) classes are designed to provide each student with an educational program based on the Greenville Consolidated School curriculum and the students' individual need.

**Integrated/Technical:** the Integrated/Technical program integrated the learning of ideas and concepts with an emphasis on applied principals. These courses prepare students for a two or four-year college degree program or employment.

**College Preparatory:** College Preparatory (CP) classes provide a rigorous preparation for four-year college.

**Honors/Advanced Enrollment:** The Honors/Advanced Enrollment programs promote in-depth learning of abstract or theoretical concepts at an accelerated pace with an emphasis on critical thinking skills, analysis and synthesis. These rigorous programs prepare students for a four-year college degree program.

**Advanced Placement (AP) and Dual Enrollment:** The program is a cooperative educational endeavor between secondary schools, colleges and The College Board. Students complete college level courses that prepare them for a national exam (AP) or for the Final Exam (Dual enrollment). Participating colleges will grant credit, advanced placement, or both, to students who receive a qualifying score on the AP exam.

**The Mission of Greenville Consolidated School provides diverse opportunities that support success for all students. Students are not restricted to any one program. Students should plan appropriate placements with guidance, teachers and parents.**

### **ENGLISH**

**COLLEGE PREP INTRODUCTION TO LITERATURE: ENGLISH 9** (1 credit): This class is for first year (Freshmen) High School students. The curriculum is an integrated approach to skill acquisition that should result in student achievement of the goals of The Maine Department of Education Core Curriculum Standards for English Language Arts. The course is designed to develop a lifelong love of learning through proficiency of achievement in reading, writing, comprehension and speaking. Students will:

- Experience the writing process from determining the audience and brainstorming to revision, editing and publication.
- Gain confidence and begin to see writing as a “recursive process” in which their writing can always be reworked and improved upon.
- Work to incorporate proper vocabulary, grammatical conventions, and essay structure and thesis statement.
- Gain experience and confidence in a variety of purposeful writing and speaking activities.
- Learn how to work in groups and make presentations in front of an audience.
- Over the course of the academic year, we will engage in a number of learning activities, studying and analyzing several genres of literature.

**HONORS INTRODUCTION TO LITERATURE: ENGLISH 9** (1 credit): This class is for first year (Freshmen) High School students, who would like to challenge themselves with more reading, assignments and tests. The curriculum is an integrated approach to skill acquisition that should result in student achievement of the goals of The Maine Department of Education Core Curriculum Standards for English Language Arts. The course is designed to develop a lifelong love of learning through proficiency of achievement in reading, writing, comprehension and speaking. Students will:

- Experience the writing process from determining the audience and brainstorming to revision, editing and publication.
- Gain confidence and begin to see writing as a “recursive process” in which their writing can always be reworked and improved upon.
- Work to incorporate proper vocabulary, grammatical conventions, and essay structure and thesis statement.
- Gain experience and confidence in a variety of purposeful writing and speaking activities.
- Learn how to work in groups and make presentations in front of an audience.
- Over the course of the academic year, we will engage in a number of learning activities, studying and analyzing several genres of literature

**COLLEGE PREP WORLD LITERATURE: ENGLISH 10** (1 credit): This class is for second year (Sophomore) High School students who would like to challenge themselves with more reading, assignments and tests. The curriculum is an integrated approach to skill acquisition that should result in student achievement of the goals of The Maine Department of Education Core Curriculum Standards for English Language Arts. The course is designed to develop and/or continue a lifelong love of learning through proficiency of achievement in reading, writing, comprehension and speaking. Students will:

- Experience the writing process from determining the audience and brainstorming to revision, editing and publication.
- See writing as a “recursive process” in which their writing can always be reworked and improved upon.
- Work to incorporate proper vocabulary, grammatical conventions, essay structure and thesis statement.
- Gain experience and confidence in a variety of purposeful writing and speaking activities.
- Learn how to work in groups and make presentations in front of an audience.

Over the course of the academic year, we will engage in a number of learning activities, studying and analyzing several genres of literature.

**HONORS WORLD LITERATURE: ENGLISH 10** (1 credit): This class is for second year (Sophomore) High School students. The curriculum is an integrated approach to skill acquisition that should result in student achievement of the goals of The Maine Department of Education Core Curriculum Standards for English Language Arts. The course is designed to develop and/or continue a lifelong love of learning through proficiency of achievement in reading, writing, comprehension and speaking. Students will:

- Experience the writing process from determining the audience and brainstorming to revision, editing and publication.
- See writing as a “recursive process” in which their writing can always be reworked and improved upon.
- Work to incorporate proper vocabulary, grammatical conventions, essay structure and thesis statement.
- Gain experience and confidence in a variety of purposeful writing and speaking activities.
- Learn how to work in groups and make presentations in front of an audience.

Over the course of the academic year, we will engage in a number of learning activities, studying and analyzing several genres of literature.

**COLLEGE PREP AMERICAN LITERATURE** (1 credit): This class is for third year (Junior) High School students. The curriculum is an integrated approach to skill acquisition that should result in student achievement of the goals of The Maine Department of Education Core Curriculum Standards for English Language Arts. The course is designed to develop and/or continue a lifelong love of learning through proficiency of achievement in reading, writing, comprehension and speaking. Students will:

- Continue to experience the writing process from determining the audience and brainstorming to revision, editing and publication.
- See writing as a “recursive process” in which their writing can always be reworked and improved upon.
- Work to incorporate proper vocabulary, grammatical conventions, essay structure and thesis statement.
- Gain experience and confidence in a variety of purposeful writing and speaking activities.
- Learn how to work in groups and make presentations in front of an audience.

Over the course of the academic year, we will engage in a number of learning activities, studying and analyzing several genres of literature.

**HONORS AMERICAN LITERATURE** (1 credit): This class is for third year High School students who want a little more challenge and rigor than CP English level classes. The curriculum is an integrated approach to skill acquisition that should result in student achievement of the goals of The Maine Department of Education Core Curriculum Standards for English Language Arts. The course is designed to develop and/or continue a lifelong love of learning through proficiency of achievement in reading, writing, comprehension and speaking. Students taking the Honors level course will be held to a higher level of expectation in all areas of this class and will also be given additional writing assignments and projects to complete. Students will:

- Continue to experience the writing process from determining the audience and brainstorming to revision, editing and publication.
- See writing as a “recursive process” in which their writing can always be reworked and improved upon.

- Work to incorporate proper vocabulary, grammatical conventions, essay structure and thesis statement.
- Gain experience and confidence in a variety of purposeful writing and speaking activities.
- Learn how to work in groups and make presentations in front of an audience.

Over the course of the academic year, we will engage in a number of learning activities, studying and analyzing several genres of literature.

**ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION** (1 credit): This class can be taken as a third or fourth year High School student. This advanced English class, will replace American Literature, for students who want to challenge themselves and potentially earn college credit. In accordance with the College Board's *AP English Course Description*, the AP English Language and Composition course involves students in becoming skilled readers of non-fiction written in a variety of periods, disciplines, and rhetorical contexts and in developing skills as writers. The students' writing and reading help make students aware of the interactions among a writer's purposes, audience, and context as well as the way use of conventions, figurative language, syntax and diction contribute to effectiveness in writing. This course has the expectation that students will write in a variety of forms—narrative, exploratory, expository, argumentative—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. Our overarching goal is to enable students to write more effectively and confidently in high school, in their college courses across the curriculum and in their professional and personal lives. **Offered every other year (Offered in 2021-2022).**

**COLLEGE PREP BRITISH LITERATURE:** (1 credit): This class is for senior-level High School students. The curriculum is an integrated approach to skill acquisition that should result in student achievement of the goals of The Maine Department of Education Core Curriculum Standards for English Language Arts. This course is designed to develop and/or continue a lifelong love of learning through proficiency of achievement in reading, writing, comprehension and speaking. Students will:

- Continue to experience the writing process from determining the audience and brainstorming to revision, editing and publication.
- See writing as a “recursive process” in which their writing can always be reworked and improved upon.
- Work to incorporate proper vocabulary, grammatical conventions, essay structure and thesis statement.
- Gain experience and confidence in a variety of purposeful writing and speaking activities.
- Learn how to work in groups and make presentations in front of an audience.

Over the course of the academic year, we will engage in a number of learning activities, studying and analyzing several genres of literature.

**HONORS BRITISH LITERATURE** (1 credit): This class is for senior-level High School students. The curriculum is an integrated approach to skill acquisition that should result in student achievement of the goals of The Maine Department of Education Core Curriculum Standards for English Language Arts. This course is designed to develop and/or continue a lifelong love of learning through proficiency of achievement in reading, writing, comprehension and speaking. Students taking the Honors level course will be held to a higher level of expectation in all areas of this class and will also be given additional writing assignments and projects to complete. Students will:

- Continue to experience the writing process from determining the audience and brainstorming to revision, editing and publication.
- See writing as a “recursive process” in which their writing can always be reworked and improved upon.
- Work to incorporate proper vocabulary, grammatical conventions, essay structure and thesis statement.
- Gain experience and confidence in a variety of purposeful writing and speaking activities.
- Learn how to work in groups and make presentations in front of an audience.

Over the course of the academic year, we will engage in a number of learning activities, studying and analyzing several genres of literature.

**ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION** (1 credit): This class can be taken as a third or fourth year High School student. This advanced English class, will replace British Literature, for students who want to challenge themselves and potentially earn college credit. This course is designed to engage students in careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and engage their readers in order to accomplish their purpose in writing. As each student reads these works, they consider the structure, style and themes, as well as elements including the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading, unlike most ephemeral works in popular genres such as detective or romance fiction. **Offered every other year (Offered again in 2022-2023).**

**AP CAPSTONE (AP Seminar and AP Research)** (2 credits): AP Capstone is a special, new diploma program offered through the College Board. It is designed to complement and enhance the discipline-specific study in other AP courses. Greenville Consolidated Schools has been authorized to offer this program beginning in the 2018-2019 school year, with full implementation in effect for the 2019-2020 school year. The core of the AP Capstone Program consists of 2 special courses: AP Seminar and AP Research. Each of these courses is a full year, and they must be taken as a sequence. The program is designed for students to take the first of these two courses, AP Seminar, in their 10th or 11th grade year, and to take the second course, AP Research, in their 11th or 12th grade year. Students who enroll must take the AP Seminar prior to taking the AP Research, but can choose to simply enroll in AP Seminar. AP Capstone students take both AP Seminar and AP Research, both of which emphasize the research, writing, collaboration, and presentation skills necessary to complete college-level work in any discipline.

**AP SEMINAR** (1 Credit): This course is available to sophomores, juniors, and seniors only. In this yearlong course, students engage in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using QUEST, an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver multimedia presentations with an oral debate, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Due to this course being college-level,

students are expected to have a solid foundation of MLA citation formatting, both within the text and creating Works Cited pages. This is a skill that will not be taught, but rather briefly reviewed. After taking AP Seminar, students will have the opportunity to further hone their inquiry and analytical writing skills in AP Research. AP Seminar students are assessed with two through-course performance tasks and one end-of-course exam. The performance tasks consist of a team project and presentation, and an individual research-based essay and presentation. All three assessments are summative and are used to calculate a final AP score of 1 to 5. The two through-course performance tasks for AP Seminar are teacher-scored. The end-of-course exam is in May; it takes two hours and consists of three short-answer questions and one essay question. **PREREQUISITE:** None, but Digital Literacy is highly recommended.

**AP RESEARCH** (1 credit): AP Research allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest, documenting their process with a portfolio. This allows students to demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills developed in AP Seminar by learning how to understand research methodology, employ ethical research practices, and access, analyze, and synthesize information to build, present, and defend an argument. Students may choose to do one of the following:

- Dig deeper into a topic studied in an AP course.
- Work across academic areas with an interdisciplinary topic.
- Study a new area of interest, perhaps one for further study at the college level.

The AP Research course culminates in an academic paper of 4,000 to 5,000 words and a presentation with an oral defense. The two components of the through-course performance task are teacher-scored. The academic paper is validated by the College Board after being scored. There is no end-of-course exam for AP Research. For the oral defense, AP Research teachers should choose two additional adult panel members — expert advisers or discipline-specific experts. Both components are included in the calculation of a final AP score (using the 1–5 scale). **PREREQUISITE:** AP Seminar.

**CREATIVE WRITING 4** (.5 credit): Creative Writing is a structured course for students in grades 9-12 to assist them in becoming more proficient within the various stages of writing and publishing. Class participants will write and revise pieces in a number of genres throughout the year, including personal essays, newspaper articles, arguments, and non-fiction. The central focus of the class will be on the writing processes for creating, using mentor texts as inspiration and models, research and citation skills, and learning from providing and listening to feedback. Most important, however, will be learning to engage in a supportive creative community that empowers individual curiosity, and artistic risk taking.

- **Investigative Journalism Writing** seeks to explain, illuminate or 'expose' (which is where the word 'expository' comes from). This type of writing can include essays, newspaper and magazine articles, instruction manuals, textbooks, encyclopedia articles and other forms of writing, so long as they seek to explain for a specific audience.
- **Argumentative Writing** intends to convince readers to believe in an idea or opinion and to do an action. Many writings such as criticisms, reviews, reaction papers, editorials, proposals, advertisements, and brochures use different ways of persuasion to influence readers.
- **Narrative & Descriptive Writing** tell a story. Narratives can be essays, fairy tales, movies, and jokes. Narratives have five elements: plot, setting, character, conflict, and theme. Writers use narrator style, chronological order, a point of view, and other strategies to tell a story. When authors use details to paint a picture with their words, it provides the reader with descriptions of people, places, objects, and events through the use of suitable details.
- **Informational Writing** takes a look at literary criticism and bibliographies where the author focuses on the process of creating questions, locating relevant and reliable sources, formatting the response and essay, and properly attributing and acknowledged borrowed sources of information. \*Students will select an author to research and provide a factual essay on the works of the chosen individual.\*

*(Course previously known as Digital Literacy)*

Students who are interested in taking AP Capstone (AP Seminar and AP Research) are strongly encouraged to enroll in this course first. Students are graded through formative assessments (various homework assignments, in-class work, first copies, peer edit copies, etc.), summative assessments (final projects, final copies of papers, presentations, etc.), and Habits of Work (participation, behavior, work ethic, etc. that is based on the Guiding Principles). \*Due to the nature of this course, participation will be heavily weighed.\*

## **MATHEMATICS**

**ALGEBRA 1-A** (1 credit): Algebra 1 Part A is designed to give students a foundation for all future mathematics courses. The fundamentals of algebraic problem-solving are explained. Students will explore: foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, exponents, polynomials and factoring, radical expressions and equations, and data analysis and probability. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations.

**COLLEGE PREP ALGEBRA 1** (1 credit): This course offers a challenging approach to Algebra 1, giving students a strong foundation in Algebra, for subsequent course offerings. Areas of study include but are not limited to real numbers, solving equations and word problems, polynomials, rational expressions, introduction to functions and systems of linear equations, as well as some work with quadratics.

**ALGEBRA 1-B** (1 credit): Algebra 1 Part B is designed to give students a foundation for all future mathematics courses. The fundamentals of algebraic problem-solving are explained. Students will explore: foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations.

**GENERAL GEOMETRY** (1 credit): This course is designed to cover the topics at a slower pace. This course will include an analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof,

parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument.

**COLLEGE PREP GEOMETRY** (1 credit): Students will study the language and concepts of geometry along with reviewing Algebra skills. Students study congruent segments and angles, parallel and perpendicular lines, similar triangles, direct and indirect triangle congruence, proofs, transformations, the Pythagorean Theorem, geometric constructions, circles, surface area and volume of solids, and trigonometry. **PREREQUISITE:** College Prep/Integrated Algebra 1

**COLLEGE PREP ALGEBRA 2** (1 credit): Algebra 2 begins with review of concepts learned in Algebra 1 and continues to build on those skills as well as introduce new topics. In Algebra 2, another focus is on the use of technology and data analysis to develop students thinking problem-solving, and communication skills. Properties, applications, algebra, and parametric representations of functions, linear, quadratic, radical, exponential, logarithmic, polynomial, and rational functions will also be studied. **PREREQUISITE:** College Prep Algebra 1.

**GENERAL ALGEBRA 2** (1 credit): General Algebra 2 begins with the review of concepts learned in Algebra 1 and continues to build on those skills as well as introduce new topics. In General Algebra 2, the focus will be on the use of technology and data analysis to develop students' thinking problem-solving and communication skills. Topics will include linear functions, quadratic functions, radical functions, polynomials functions, and rational functions. This course will include various lessons and activities to help students to understand the concepts being taught. Each chapter will include an introduction to the new content and demonstrations. Each lesson will include practice problems, quizzes, and quick checks for understanding of the material being taught. At the end of each chapter a test will be given. The use of online materials will also be used such as *ixl.com* and khan academy, to name a few. **PREREQUISITE:** Algebra 1-B/College Prep Algebra 1.

**HONORS PRECALCULUS (Dual Enrollment- University of Southern Maine)** (1 credit): This course is designed for those students who intend to pursue a post- secondary course of study that requires higher levels of mathematics. Topics include linear and quadratic functions, polynomial and rational functions, triangle trigonometry, trigonometric functions, analytical geometry, exponents and logarithms, sequences and series, and time permitting, combinations and probability. This class is offered for one half block every day. **PREREQUISITE:** College Prep Algebra 2 and College Prep Geometry.

**HONORS STATISTICS (Dual Enrollment- University of Southern Maine)** (1 credit): This course is a study of the trigonometric functions as they relate to triangles as well as their use as circular functions. Topics include inverses of circular functions, trigonometric identities, vectors, polar coordinates, solutions to trigonometric equations, and applications of trigonometry. There is also concentration in functions of all varieties (polynomial, rational, exponential and logarithmic) as well as derivatives. Graphing and interpreting graphs, with or without the aid of a graphing calculator, will be emphasized. As the course is designed for those students who intend to pursue mathematics courses requiring the knowledge of advanced mathematics, students who have not been enrolled in honors level mathematics courses may have difficulty with the material and critical thinking skills required for mastery. This class is offered for one half block every day. **PREREQUISITE:** Honors Algebra 2; and College Prep Geometry or Honors Geometry.

**HONORS CALCULUS (Dual Enrollment- University of Southern Maine)** (1 credit): This course prepares students for subsequent work with college level mathematics. Topics covered in the course include a pre-calculus review, functions and limits, differentiation, applications of the derivative, and integration.

**BEHAVIORAL FINANCE** (1 credit)- High school level course designed to prepare students with necessary financial skills and knowledge as well as an awareness of being a responsible and involved citizen both in their personal lives and in the cyber world. The class will concentrate on the Next Gen Personal Finance curriculum as well as the statistics and probability common core standards from 7th-12th. The following topics are covered:

- Checking
- Saving
- Types of Credit
- Managing Credit
- Paying for College
- Budgeting
- Investing
- Financial Pitfalls 9
- Career
- Taxes
- Insurance
- Finding Work During High School
- Your Values and Money
- Social Media and Spending
- Your Money in Context
- Alternatives to 4-Year Colleges
- Entrepreneurship
- Philanthropy
- Ethics

- Buying a Used Car.

*Offerings will be based on student ratio requests.*

**PREREQUISITE:** Junior or Senior

## WORLD LANGUAGES

Greenville Consolidated School requires that all students graduating in 2021 or beyond must achieve a level of Novice High in a world language in order to graduate from high school. This achievement should be met with a minimum of two (2) experiences in the same world language.

Novice High speakers respond to simple, direct questions or requests for information. Their language consists primarily of short and sometimes incomplete sentences in the present. Writers at Novice High are able to meet limited basic practical writing needs using lists, short messages, postcards and simple notes. At the Novice High level, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extra linguistic support, though comprehension may be uneven.

Most colleges and universities require a minimum of two credits of the same language.

**FRENCH 1** (1 credit): In this course students will learn the basic vocabulary and grammar needed to communicate at a beginner level. Students will be able to express, both orally and on paper, ideas and descriptions of events in the present, past, and future. Students will also be introduced to the cultures of several French speaking countries.

**FRENCH 2** (1 credit): In this course students will learn the vocabulary and grammar needed to communicate at an intermediate level. Students will be able to express, both orally and on paper, ideas, desires, and descriptions of events in the present, past, and future. Students will also continue to learn about the cultures of French speaking countries. **PREREQUISITE:** French 1

**FRENCH 3** (1 credit): In this course students will learn the vocabulary and grammar needed to communicate at an intermediate-mid level. Students will strengthen their ability to express, both orally and on paper, ideas, desires, and descriptions of events in the present, past, and future. Students will also continue to learn about the cultures of French speaking countries through the reading of various texts, watching films, and interacting with the francophone world. *Offerings will be based on student ratio requests.* **PREREQUISITE:** French 1 and French 2.

**SPANISH 1** (1 credit): In this course students will learn the basic vocabulary and grammar needed to communicate at a beginner level. Students will be able to express, both orally and on paper, ideas and descriptions of events in the present, past, and future. Students will also be introduced to the cultures of several Spanish speaking countries.

**SPANISH 2** (1 credit): In this course students will learn the vocabulary and grammar needed to communicate at an intermediate level. Students will be able to express, both orally and on paper, ideas, desires, and descriptions of events in the present, past, and future. Students will also continue to learn about the cultures of Spanish speaking countries. **PREREQUISITE:** Spanish 1

**SPANISH 3** (1 credit): In this course students will learn the vocabulary and grammar needed to communicate at an intermediate-mid level. Students will strengthen their ability to express, both orally and on paper, ideas, desires, and descriptions of events in the present, past, and future. Students will also continue to learn about the cultures of Spanish speaking countries through reading various texts, watching films, and interacting with the Spanish-speaking world. *Offerings will be based on student ratio requests.* **PREREQUISITE:** Spanish 1 and Spanish 2.

## SCIENCE

**FRESHMAN SCIENCE** (1 credit): Freshman Science will focus on the major concepts of physics, earth science, and astronomy. We will be exploring these concepts by examining the systems, using models, and looking at constancy and change, as well as using scale to get a better understanding of the Universe around us. This class will be conducted through a variety of methods such as lectures, activities, discussions and group and individual labs and projects.

**COLLEGE PREP BIOLOGY** (1 credit): Lab Biology is a life science course focusing on the major topics of biological principles, cells, genetics, evolution and ecology. This class will be conducted through a variety of methods such as lectures, activities, discussions and group and individual labs and projects that will take place both inside and outside the classroom.

**COLLEGE PREP ANATOMY AND PHYSIOLOGY** (1 credit): This class will consist of the study of anatomy, the study of the structures of the human body as well as their relationships with each other and the study of physiology, the study of the functions of each part on its own along with the function within each system. This course begins with how the body is organized and then a closer look into how the systems of the human body work together to provide support and movement, integration and coordination, transportation of energy and materials as well as absorption and excretion. We will end the course with the human life cycle and dissections of several species as well as several guest speakers. Anatomy and Physiology will be offered based on students' needs. *Offerings will be based on student ratio requests.* **PREREQUISITE:** Freshman Science and Lab Biology

**COLLEGE PREP CHEMISTRY** (1 credit): The main objectives are to introduce the major topic of chemistry, have students make connections between content and data collected in labs, and learn how to communicate scientific information through writing and public speaking. Class time is devoted to direct instruction, individual and group practice of learned skills and laboratory experiences. **PREREQUISITE: CP Biology**

**HONORS CHEMISTRY** (1 credit): This class will prepare students for a college level chemistry course. Assignments, rigor and expectations are always high with Honor level classes. The main objectives are to introduce the major topic of chemistry, have students make connections between content and data collected in labs, and learn how to communicate scientific information through writing and public speaking. Class time is devoted to direct instruction, individual and group practice of learned skills and laboratory experiences. Honors Chemistry will be based on students' needs. ***Offerings will be based on student ratio requests.*** **PREREQUISITE: CP Biology**

**HONORS LAB PHYSICS** (1 credit): In this course, students will explore the major topics of physics, including motion, forces, work, energy, waves, light, electricity, and magnetism. We will then begin an investigation into the way in which Physics is used in the real world with a series of engineering problems. This class will be conducted through a variety of methods such as lectures, labs, discussions and group and individual projects. Honors Lab Physics will be based on students' needs. ***Offerings will be based on student ratio requests.*** **PREREQUISITE: Freshman Science, CP Chemistry, Algebra 2 (preferred).**

**COLLEGE PREP PHYSICS** (1 credit): In this course, students will explore the major topics of physics, including motion, forces, work, energy, waves, light, electricity, and magnetism. We will then begin an investigation into the way in which Physics is used in the real world with a series of engineering problems. This class will be conducted through a variety of methods such as lectures, labs, discussions and group and individual projects. **PREREQUISITE: Freshman Science, CP Chemistry, Algebra 2 (preferred).** ***Offerings will be based on student ratio requests.***

**ADVANCED PLACEMENT BIOLOGY** (1.5 credit) is an introductory college-level biology course designed for high school seniors and juniors. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. Students will be expected to sign up for and take the AP Biology Course through the college board. The 1.5 credit course will meet every day alternating between full and half blocks. ***Offerings will be based on student ratio requests.***

**ADVANCED PLACEMENT PHYSICS** (1.5 credit): The Advanced Placement Physics 1 is an algebra-based course in general physics. The content is determined by the College Board. It is equivalent to an introductory, algebra-based, university level physics course. The course will be covered over 4 quarters. The focus of the course is the understanding and use of the concepts, skills, and formulas in order to solve problems, both on paper and in a laboratory environment. Advanced Placement Physics will be offered based on students' needs. **PREREQUISITE: Completion of Algebra 2.** ***Offerings will be based on student ratio requests.***

**ENVIRONMENTAL SCIENCE** (1 credit): This course will incorporate the Maine Envirothon program while exploring the exciting and broad field of environmental science. Emphasis will be placed on developing a basic knowledge of concepts in natural resource management and ecology, especially in the areas of soils/land use, aquatic ecology, forestry, wildlife, and current environmental issues. This course will provide hands-on, nature-based activities that promote stewardship of natural resources and encourage the development of critical thinking and problem-solving skills required to maintain a healthy environment. The woods and waters of Maine, especially those of the Moosehead Lake region, provide us with the perfect setting for our outdoor classroom.

**INTRODUCTION TO ENGINEERING** (.5 - 1 credit): The course will be framed around Lego Robotics, 3D Printing, JavaScript and HTML computer programming, and the operation and maintenance of drones. Students will learn how to use Engineering to solve a variety of problems and will incorporate technology into their solutions at all levels. We will also be pairing with the fourth graders as mentors to assist in their robotics project. Introduction to Engineering will be based on students' needs. Credit will depend on length of class and availability in the matrix. ***Offerings will be based on student ratio requests.***

## **SOCIAL STUDIES**

**COLLEGE PREP WESTERN CIVILIZATION** (1 credit): The overarching objective of this course is to better understand how "Western" civilizations have impacted world history for both good and bad, while at the same time looking at how Western cultures have been affected by and often shaped by other cultures, particularly Asia, Africa and the Middle East. We will seek to understand:

- The culture of early humans and river valley civilizations
- The development and impact of the Roman Empire
- The foundation of major religions, their belief systems and practices
- The development of Europe from the Middle Ages through the Reformation
- World Geography- nations, states, provinces and significant geographical features
- The tragedy of 20<sup>th</sup> century genocides

**COLLEGE PREP US HISTORY 1** (1 credit): This course examines the history of the United States (U.S.) from its beginnings until 1865. The goals are:

- To understand how the different people groups and cultures have interacted with each other and how that has made us the nation we are today.
- To understand the process by which the American colonies developed into a nation
- To understand the development and growth of American ideologies in the forms of politics, religion, social issues and other aspects of culture. A special emphasis is placed on studying American Government and the Constitution.
- To understand the reasons for wars, how they played out and the effects that they had on the U.S.
- To understand the American approach to national growth and expansion

**HONORS U.S. HISTORY 1** (1 credit): This course examines the history of the United States (U.S.) from its beginnings until 1865. Honors will cover the same material as the CP course, however students are expected to complete additional homework and project assignments than in a general classroom. The goals are:

- To understand how the different people groups and cultures have interacted with each other and how that has made us the nation we are today.
- To understand the process by which the American colonies developed into a nation
- To understand the development and growth of American ideologies in the forms of politics, religion, social issues and other aspects of culture. A special emphasis is placed on studying American Government and the Constitution.
- To understand the reasons for wars, how they played out and the effects that they had on the U.S.
- To understand the American approach to national growth and expansion

**ADVANCED PLACEMENT U.S. HISTORY** (1 credit): AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. These time periods are:

Period 1: 1491–1607  
 Period 2: 1607–1754  
 Period 3: 1754–1800  
 Period 4: 1800–1848  
 Period 5: 1844–1877  
 Period 6: 1865–1898  
 Period 7: 1890–1945  
 Period 8: 1945–1980  
 Period 9: 1980–Present

Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places:

- American and national identity
- Migration and settlement
- Politics and power
- Work, exchange, and technology
- America in the world
- Geography and the environment
- Culture and society.

*This class would replace and fulfill the requirement of US History 2.*

**PREREQUISITE:** U.S. History 1. (*Offered every other year; Offered again in 2022-2023*)

**COLLEGE PREP U.S. HISTORY 2** (1 credit): This course examines the history of the United States (U.S.) from the Reconstruction of the South to modern times. The goals are:

- To examine Reconstruction, continued westward expansion and immigration and the impact on various people groups and the United States as a whole
- To understand large economic, social and political movements in the United States (The Industrial Age, the Progressive Era, the Great Depression, etc)
- To explore and understand large cultural shifts of the 20<sup>th</sup> century, their causes and impact (The 1920's, 50's and 60's particularly)
- To understand the reasons for wars, how they played out and the effects that they had on the U.S. (Spanish-American War, World Wars I and II, Korean War, Cold War, Vietnam War, Gulf War, Iraq War, War Against Terrorism)

**HONORS U.S. HISTORY 2** (1 credit): This course examines the history of the United States (U.S.) from the Reconstruction of the South to modern times. Honors will cover the same material as the CP course, however students are expected to complete additional homework and project assignments than in a general classroom. The goals are:

- To examine Reconstruction, continued westward expansion and immigration and the impact on various people groups and the United States as a whole
- To understand large economic, social and political movements in the United States (The Industrial Age, the Progressive Era, the Great Depression, etc)

- To explore and understand large cultural shifts of the 20<sup>th</sup> century, their causes and impact (The 1920's, 50's and 60's particularly)
- To understand the reasons for wars, how they played out and the effects that they had on the U.S. (Spanish-American War, World Wars I and II, Korean War, Cold War, Vietnam War, Gulf War, Iraq War, War Against Terrorism)

**ADVANCED PLACEMENT MODERN WORLD HISTORY** (1 credit)

- This course studies the history of the modern world, divided into nine separate time periods:
  - Period 1: 1200 to 1450 – The Global Tapestry
  - Period 2: 1200 to 1450 – Networks of Exchange
  - Period 3: 1450 to 1750 – Land-Based Empires
  - Period 4: 1450 to 1750 – Transoceanic Interconnections
  - Period 5: 1750 to 1900 – Revolutions
  - Period 6: 1750 to 1900 – Consequences of Industrialization
  - Period 7: 1900 to present – Global Conflict
  - Period 8: 1900 to present – Cold War and Decolonization
  - Period 9: 1900 to present – Globalization
- The goal, in preparing for the AP Modern World History Exam, is to learn world history through the lens of six major themes:
  - 1. Humans and the environment (ENV)
  - 2. Cultural developments and interactions (CDI)
  - 3. Governance (GOV)
  - 4. Economic systems (ECN)
  - 5. Social interactions and organizations (SIO)
  - 6. Technology and innovations (TEC)
- The course will also seek to develop in student’s two disciplinary practices and four reasoning skills.
  - The two skills to be developed will be: 1.) Analyzing historical evidence, and 2.) Argument development.
  - The four reasoning skills to be developed are:
    - 1.) Contextualization, 2.) Comparison, 3.) Causation, 4.) Continuity and Change over Time

*(Offered every other year; Offered in 2021-2022)*

**THE WORLD THROUGH DYSTOPIAN LITERATURE** (1 credit): This class will examine the frightening societies of famous dystopian novels and consider the parallels to past and present real-world examples. Some questions the class will seek to answer are

- “How does the medium of the novel help us better understand the history and methods of oppressive governments?”
- “How can dystopian societies vary to great degrees from each other while still achieving the same ends?”
- “Does government shape culture, or, does culture shape government?”
- “Can we prevent a real-world dystopia from being created?”

The class texts will be *The Time Machine*, by H.G. Wells, *Brave New World*, by Aldous Huxley, *Animal Farm* and *1984*, by George Orwell, *Fahrenheit 451*, by Ray Bradbury and *The Hunger Games*, by Suzanne Collins. Skills will include comparative essay writing, culminating in students creating their own dystopian mini-novel.

**RUSSIAN HISTORY THROUGH LITERATURE** (1 credit): “Fiction-writing in Russia has always been serious business. In a society without freedom, the great writers were the truth-tellers, the voice of the voiceless, and the conscience of a nation” —as Andrew Kaufman puts it.

This class will examine the history of modern Russia through lens of individual experience. Covering movements such as the Napoleonic Wars, emancipation of the serfs, the world wars and the Communist regime, the class will seek to understand them through the eyes of the great Russian novelists who lived them. Authors to be read will include Pushkin, Turgenev, Dostoevsky, Pasternak, Grossman and Solzhenitsyn.

**HISTORICAL BOARD GAME WARS** (.5 credit): This class will examine American participation in the Revolutionary War, Civil War, World War I and World War II, with an emphasis on the influence of military technology/strength, terrain and national economy. The primary educational tool will be interactive, historically detailed board games and response papers to reflect upon historical knowledge acquired through playing the games. Games will include *Battle Cry (Civil War)*, *Axis & Allies (WWI)*, and *Axis & Allies (WWII)*. The culminating project will be the design of an educational board game on the *American Revolutionary War*, designed to reflect the accuracies of military technology/strength, terrain and national economy.

**PSYCHOLOGY** (1 credit): Psychology is the study of human behavior. The students will look at why people do what they do. In this class, you will have the opportunity to explore the history of and the people who shaped psychology, how the mind works, memory and how we learn, sensations and perceptions, along with the brain and its many parts. Students will explore altered states, abnormal behaviors, personality theories and more. Explore psychology through discussion, presentations, survey work, alternative assessments and research. *(Offered every other year; Offered in 2020-2021)*

**ADVANCED PLACEMENT PSYCHOLOGY** (1 credit): The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses. (*Offered every other year: Offered in 2022-2023*)

### **PHYSICAL EDUCATION AND HEALTH**

**PHYSICAL EDUCATION** (.5 credit): This class is your traditional PE class where sports are more oriented for the competitive students who like to play. This class continues to meet current PE Standards and would incorporate more health topics as well.. Activities would include:

- Warm-up/cool downs
- Soccer: indoor and out
- Lacrosse
- Basketball
- Volleyball
- Pickleball/racquet sports
- Dodgeball
- Hockey - indoor floor hockey and outside
- Baseball/Softball
- Flag Football
- Handball
- Fitness/Weight training
- Tchoukball

**NON-COMPETITIVE PHYSICAL EDUCATION** (.5 credit): This class would be oriented for the more non-competitive students who are looking for more individual based activities. These classes would meet current PE Standards and would incorporate health topics as mentioned above.

Activities would include:

- Cooperative games/team-building activities
- Fitness and strength training - goal setting
- Yoga
- Dance
- Self-defense
- Archery
- Golf (indoors and winter)
- Swimming lessons (possibly - at PRYMCA)
- Racquetball games - tennis, badminton, pickleball
- Winter sports - skating, snowshoeing, skiing
- Hiking
- Orienteering/map and compass
- Biking (possibility - AMC bikes)
- Kayaking ?
- Bowling
- Outdoor traditional sports: croquet, washers, frisbee, etc.

**OUTDOOR RECREATION CLASS** (1 credit): This class would be oriented to the student who wants to be outside. This course would involve outside entities helping us to learn, trips, and being prepared for all kinds of weather and conditions. These classes would meet current PE Standards.

Units and Activities would include:

1. Outdoor Leaders
  - Leadership activities
  - Team-building activities
  - Service Learning project: School Trail (and Outdoor Classroom)
2. Outdoor Living Skills
  - Orienteering/Map and Compass (GPS)
  - Survival training/Shelter building/Fire making
  - Cooking Outdoors
  - Leave No Trace (LNT)

- Journaling
- Trip planning and overnight camping trip
- 3. 1st Aid/CPR
  - Certifications
- 4. Outdoor Sports
  - Snowshoeing
  - Skiing
  - Skating
  - Archery
  - Hiking
  - Boating
  - Fishing
- 5. Outdoor Safety/Conservation
  - Hunter Safety (certification)
  - Water Safety
  - Weather
  - Wildlife and Fisheries conservation lessons

**PERSONAL FITNESS** (.5 credit): Personal Fitness is offered for high school grade students. It is designed to teach the components of fitness and to serve as both an educational as well as practical experience. Students will learn proper fitness techniques and knowledge as well as how to create and attain goals through their own plans and design. Cardiovascular fitness, flexibility, strength training, as well as proper use of fitness equipment, safety, and etiquette are all focus areas. **PREREQUISITE: completion of one year of Physical Education.**

**HEALTH** (.5 credit): Health education is offered from grades 9-12 and is a one year curriculum. Topics include the components of wellness, basic anatomy, nutrition, mental health, drugs, and human sexuality. Course format is project-based with a focus on multimedia.

### **VISUAL AND PERFORMING ARTS**

**ART 1** (.5 credit): This is an introductory full year class in the basic principles of drawing, painting, clay, printmaking and limited sculpture. The theory of art and its history are incorporated into this class. Students develop and complete projects that require the application of their knowledge and skills using the elements and principles of art. Students are graded using the Maine Learning Results.

**ART 2** (.5 credit): The intermediate level student has learned the basic principles and elements of art. This class will help the student further develop this knowledge and continue using their critical thinking skills. Students must be self-motivated and have an interest in more extensive projects than provided in introductory classes. Art Appreciation and history are incorporated into the projects throughout the year. The critiquing process is used more extensively in this class as well as self-reflection on projects. This is a yearlong class in which students learn intermediate skills in technique providing a foundation for the development of individual portfolios. These portfolios could be used for admission to art school. **PREREQUISITE: Art 1 or Art Cultures 1**

**3D ART** (1 credit): In this class students learn the basics of creating three-dimensional works of art out of several kinds of materials including but not limited to: cardboard, heavy paper, paper mache, foamcore, styrofoam, clay, plaster, fabric, and found materials, both natural and manmade. The making of sets and props for the annual musical may also be made in class from January to March. Students will learn different ways of constructing their ideas while developing critical thinking and creative problem solving skills. This course uses a variety of print and digital resources to understand the history of traditional sculpture and architecture, as well as explore current trends in contemporary art. **PREREQUISITE: Art 1 or Art Cultures 1.**

**ART CULTURES 1** (.5 credit): Art through the rise of Western Civilization, 3000 BC - 1800 AD. This course emphasizes a deeper understanding of the visual art of cultures around the world by studying the various periods and styles that emerged during the rise of Western Civilization in Europe and beyond. In order for students to better comprehend the historical context and impact of this expansive time period they will be provided meaningful, hands-on learning experiences that bring about artistic growth and creative expression. Students learn the essential skills of art making by examining and creating works that use a variety of materials and techniques, while developing an understanding of global artistic traditions and innovations. They will expand their knowledge of world history, art history, and geography as they explore the story of its people as told through their artwork. In this course students will be spending 75% of their class time creating hands-on projects and 25% of their time on reading and researching. \*This course is designed to correspond with the College Prep Western Civilization course, and students are encouraged to take them together for a full immersive experience, although it is not a requirement to do so. This course also fulfills the Art 1 prerequisite required for other art classes.

**ART CULTURES 2** (.5 credit): The Art of the Modern Era, 1800 – Present. This project-based art history course continues to explore the historical significance and influence of art cultures throughout the rise of modernism in Europe, the Americas, and beyond. While the time period covered in this course is relatively short (compared to Art Cultures 1), it represents a dynamic shift in how and why art was created, and encompasses a wide variety of artists and movements. Students will learn about how radical changes that occurred in society, politics, industry and culture gave artists new ideas, materials, technology and freedom to create and express themselves. We will be creating original works of art influenced and will give

students a deeper understanding of these concepts, and will offer insight into this revolutionary time in history. Some of the major art movements covered include: Impressionism, Abstract Expressionism, Cubism, Surrealism, and Pop Art, and will also cover Architecture, Commercial and Industrial art. In this course students will be spending 75% of their class time creating hands-on projects and 25% of their time on reading and researching. **PREREQUISITE: Art Cultures 1 or Art 1**

**High School Band & Chorus (1 credit):** High School Band & Chorus is an ensemble course. The focus is combining instrumental skills, Vocal skills, technically and interpretively, rendering repertoire from various genres and eras. Students are assessed, primarily on their application to the development of selected repertoire related to seasonal concerts. Students will hone in skills in live performance, instrumentation, vocal harmonies, marching music and advanced music theory. Students will perform at sporting events, seasonal concerts and marching in seasonal parades. **PREREQUISITE:** Middle School instrument lessons/Band experience preferred. Basic knowledge and proven ability of an instrument or basic vocal skills.

**Stage Band (1 Credit):** Stage Band is an ensemble course. This course will offer students a chance to learn instrumentation and vocal skills with a blend of musical genres. Students will rehearse and learn music genres including Jazz, Blues, Sweet Soul, R&B, Funk, Rock N Roll, Alternative Rock, Folk, Americana and Hip Hop. Student choice guided, this is a course offering intended to include students who would not prefer traditional musical courses such as Concert Band, HS Choir, (formal) Guitar or (formal) Piano, but will benefit nonetheless. Students will have the opportunity (not requirement) to play the instruments of or sing the music of their favorite styles and artists. **PREREQUISITE:** Middle School instrument lessons/Band experience preferred. Basic knowledge and proven ability of an instrument or basic vocal skills.

**Guitar & Piano 1 (.5 credit):** Students become familiar with the parts and functions of the guitar, its place in an ensemble, strumming to support musical style, "Chords" and their relationships to one another. A cursory introduction to Guitar Tablature is also included. Repertoire is based on folk tunes- music of the "Guitar Era" and contemporary selections. Students are assessed, primarily on their application to the development of selected repertoire related to seasonal concerts. These pieces and events provide ample opportunity for the demonstration of these standard aligned skills.

**Guitar & Piano 2 (.5 credit):** G2 requires successful completion of G1, or audition, w/ teacher approval, for admission/enrollment. Extensive study of chords, tablature/the fretboard, and application to electric guitar make up the main body of studies. Students are assessed based, primarily, on their application to the development of selected repertoire related to seasonal concerts. These pieces and events provide ample opportunity for the demonstration of these standard aligned skills. **PREREQUISITE: Guitar 1**

**Percussion Ensemble (.5 Credit):** A performance class intended to teach drumming and percussion skills applicable to all styles of music. Rudimentary and "Set (Kit)" drumming will be taught, "Street Beats" and ensemble pieces will be composed and arranged by the students. Iconic notation will be taught and used primarily. Student choice guided, this course offering is intended to include students who would not choose more traditional musical offerings such as Concert Band or HS Choir, but will benefit nonetheless. A further goal of the course is to serve as a feeder for small ensembles. **Percussion Ensemble has no prerequisites.**

**Introduction to Audio Visual Production (1 Credit):** This course will focus on the behind the scenes aspect of recording music, theatre, video and all forms of audiovisual media. Students will learn basic recording techniques with software both in the classroom and remotely. Students will learn basic audio engineering skills, multi-track recording, mixing music techniques, microphone use/technique, stage lighting and basic video editing. This course will offer a little something for the student who loves music, technology, theatre, media and those who aren't interested in learning an instrument. Students will learn the importance of respecting and maintaining audiovisual equipment. Students will be taught about different styles of microphones, including using the correct mic for sound recording of all types. Utilizing the Auditorium students would be able to have the hands on experience of live sound production, stage lighting and stage microphone techniques. Students will also learn basic audio recording using Garageband, Pro Tools LE software, etc. Apple IMovie is installed on all students devices for video editing purposes. **PREREQUISITE:** None. This course is available for students grades 7-12.

**Theatrical Arts & Production (1 Credit):** This course will offer students the opportunity to learn both hands-on and technical skills creating/producing theatrical art from the ground up! Theatrical Arts & Production will give students hands-on experience that will be a behind the scenes look into all aspects of producing content in an ever growing multimedia world. Being Co-taught by Fine Arts teacher Laura Poiss and K-12 Music teacher Joe Turner the course will offer terminology, history and hands-on, lifelong, technical skills crucial to both live and digital production. Students will be assigned projects including all aspects of musical theatre production, multimedia production(Audio & Video recording, editing), live stage production(Live Sound, Curtains, Lighting,etc), set & costume design, basic cinematography, and sound foleying. Students will also be introduced to basic animation, graphic design, screenprinting, basic game design, marketing & Desktop publishing. **PREREQUISITE:** Introduction to Audio Visual Production preferred but not required.

### **WORK STUDY**

In order to have work study built into your schedule, you must first be a Junior or Senior. A form must be completed and agreed upon by the Employer and parent/guardian. Students will sign out of school and attend work in the community during their scheduled block time. In order for students to earn .5 credit they must work and have proof (signed log) of 60 worked hours.

## TEACHER ASSISTANT

Teacher Assistants must be a sophomore, junior or senior, and have earned a grade of 85 or better in the class they wish to TA (if applicable). Grades will be pass/fail, and credit earned does not affect grade point average or rank in class. Permission of the Teachers is required for all Teacher Assistants, and there can only be 1 TA per class. All Teacher Assistant experiences earn .5 credit per split block.

## SPECIAL EDUCATION PROGRAMS

Greenville Consolidated School offers a number of special education programs and services to those students identified by an Individualized Education Plan meeting (IEP). Students may not be enrolled in any special education courses without the recommendation of the team.

**STUDY HALL:** Special education teachers provide academic support, remediation, assistance with organizational skills and work completion, as well as implement related accommodations per IEP determinations. Placement is determined through the IEP process.

### **GENERAL (GEN) ACADEMICS:**

These classes are designed to provide each student with an educational program based on the Greenville Consolidated School curriculum and the students' individual needs.

**COOKING 1** (1 credit): For students with severe special needs, life skills are often a part of their curriculum; the goal is to equip them for independent living. This course will introduce proper kitchen hygiene, understanding kitchen safety, understanding cooking vocabulary, identifying and using cooking tools, reading and following a recipe and preparing for and planning a cooking project.

**COOKING 2** (1 credit): Cooking is an incredibly motivating and versatile activity that can be used to teach a wide variety of skills to students with severe special needs. This course will continue with proper kitchen hygiene, understanding kitchen safety, understanding cooking vocabulary, identifying and using cooking tools, reading and following a recipe and preparing for and planning a cooking project.

**COOKING 3** (1 credit): Cooking is an exciting way to introduce a wide variety of skills to special needs students. And who doesn't like food? This course will continue with understanding kitchen safety, understanding cooking vocabulary, identifying and using cooking tools, reading and following a recipe, preparing for and planning a cooking project and sharing the final product with a group.

**SEWING** (1 Credit): The best reason for learning to sew is the sense of accomplishment that comes from creating something handmade. For special education students, it opens creativity, uses fine motor skills and a sense of accomplishment when a project is complete. This course will cover following a simple pattern, cutting a variety of materials and using simple stitches to put the materials together.

**LIFE SKILLS** (1 Credit): Life skills for special needs students play an essential role in improving sensory processing, communication, safety, social relationships and ultimately, acquiring independence. This course will cover 7 essential life skills. They will include self-care, daily living skills, community-based instruction, functional reading, functional math, shopping skills and cooking and laundry.

## TRI-COUNTY TECHNICAL CENTER

**TRI-COUNTY TECHNICAL CENTER (TCTC) offers a variety of programs to juniors and seniors. Programs are offered every other day and run for the full year. Each completed program will earn a student 3 full credits. When space is limited, selection is based upon a rubric which takes students grades, attendance, behavior and year in school into account. Students will be transported by a teacher to and from TCTC as the school is located in the tow of Dexter. The van leaves at 7:20am and returns at 2:30pm.**

**AUTOMOTIVE TECHNOLOGY PROGRAM** (3 Credits): is a NATEF Certified program that provides all high school junior and senior students the opportunity to start a very rewarding and demanding career in the automotive industry. Our program is designed to be the first step in making this a realistic goal for all highly motivated students that complete the two year program. The mission of the Automotive Technology program is to provide educational opportunities to individuals that will enable them to obtain the knowledge skills and attitudes necessary to succeed in the field of automotive technology. **Outcomes:** NATEF Diploma, AYES Internship, Safety and Pollution Certification, Snap On Multimeter Certification, MaineOxy certification, NOCTI certificate.

**BUILDING TRADES PROGRAM** (3 CREDITS): instructs students in the skills associated with residential house construction. Students are involved in a variety of building projects within the community that provide hands-on experience at live job sites. Students who meet the requirements of the NCCER (National Center for Construction Education and Research) Contren curriculum will have the opportunity to receive a transcript and be registered on a National Registration Database that will follow them during careers and is recognized by many construction companies in the United States. Successful completion of the program provides students with entry-level skills and a strong base for further training in the field of Building Trades. **Outcomes:** Competency Certificate, Skill Profile, NOCTI Certification, NCCER National Registry Transcript, and OSHA 10 and/or 30 Hour Safety Cards.

**COMMERCIAL TRUCK DRIVING PROGRAM** (3 CREDITS): The Commercial Truck Driving Program qualifies students to be tested by the State of Maine Department of Motor Vehicles for a CDL Class A and/or CDL Class B Commercial Driver's Permit and a CDL Class A and/or CDL Class B Commercial Driver's License, IF the requirements of mandated hours are met. Instruction is based on state laws, industry regulations, and equipment inspection required for licensing. Since Federal law mandates that Commercial Drivers be pre-employment and random drug tested, students in the C.T.D Program will be required to submit to all required drug testing. Students who successfully complete the program will possess entry-level skills required by the trucking industry and are able to use the school's truck and trailer to test for licensing. The employment and post-secondary training success rate for students completing the course is very high. **Outcomes:** Competency Certificate, Skill Profile, Maine Commercial Drivers License (CDL) Class A or Class B with endorsements, MaineOxy Certification.

**COMPUTER AND INFORMATION SYSTEM SECURITY (CISS)** (3 CREDITS): CISS is a program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage implementation, auditing, and maintenance of security devices, systems, and procedures. It includes instruction in computer architecture, programming, and systems analysis, networking, telecommunications, cryptography, security systems auditing and design, applicable law and regulations, risk assessment and policy analysis, contingency planning, user access issues, investigation techniques, and trouble shooting. To be successful in this program students should have interest in computer security and programming, have analytical and diagnostic skills, have a strong work ethic, good attendance, be curious, a creative problem solver, and willing to learn. Related jobs for this program are computer information system manager, ethical hacker, computer network architect, computer programmer, database administrator, and software and web developer.

**CRIMINAL JUSTICE PROGRAM** (3 CREDITS): The Criminal Justice Program prepares students for an exciting and challenging career in the field of Law Enforcement, Criminal Investigations, and/or Forensic Science. Students in the Criminal Justice Program will get a broad overview of the criminal justice system. It will provide competency-based instruction in crime scene investigations, professional ethics, evidence handling, fingerprinting, case preparation, constitutional rights, court systems, emergency vehicle operation, and police combat shooting. Students are expected to follow law enforcement unit procedures, wear a BDU (Battle Dress Uniform), and complete physical training. Parts of the physical training and curriculum are based on the Maine Criminal Justice Academy requirements. Many units are supported with federal, state and local law enforcement personnel. **Outcomes:** Competency Certificate, Skill Profile, NOCTI Certificate, First Aid/CPR/AED Certification

**CULINARY ARTS PROGRAM** (3 CREDITS): The Culinary Arts Program prepares students for work in the restaurant management/hospitality industry. Students learn the skills of operating a full service restaurant, which includes front of the house management, line cook, prep cook, dishwasher, a full service commercial bakery, and a part-time catering service. Students are given many real-life work opportunities by participating with various banquets, luncheons, and events. Food preparation, knife skills, sanitation procedures, presentation, and food service management are taught as well. Students learn to work in a team/work atmosphere and are required to participate in all areas of the Culinary Arts program. They learn how to organize their work area and develop a clean-as-you-go approach to assigned tasks in the Culinary Arts kitchen. In addition, students learn extra skills such as how to carve pumpkins, make gingerbread houses, and prepare edible art with fruits and vegetables. Students explore and are encouraged to pursue post secondary education and work placement in the Culinary Arts and Hotel/Restaurant Management fields. **Outcomes:** Competency Certificate, Skill Profile, NOCTI Certificate, and National Sanitation ServSafe Certification.

**EARLY CHILDHOOD EDUCATION** (3 CREDITS): This program is a satellite program housed at Nokomis Regional High. It is open and available to all students in our sending region. The Early Childhood Education program is designed for students who are interested in working with young children. The program will focus on child development and theory, psychology, child guidance, professionalism, curriculum planning, CPR/First Aid, and will prepare students to become knowledgeable in childcare rules and regulations, behavioral observation and screening techniques, childhood development theories, health, safety, nutrition guidelines, early literacy pre-school and early childhood education and management technologies and inclusion for children with disabilities. In the start of the school year, students will be in their classroom to learn theory and the basics. Students will then train in early childhood programs throughout our local schools and community. The program will follow the National Association for the Education of Young Children (NAEYC) curriculum and students will earn their CPR/First Aid certification. They must also complete a minimum of 180 hours each of both field and instruction hours, score a 70% or better on the NOCTI # 4016 assessment, and meet the Maine Roads to Quality Registry requirements in order to earn the Certified Early Childhood Assistant (CECA) certification. Students who take this program can choose to follow careers in Early Childhood Education as a Head Start, Public Pre-K, Special Education, K-3 education, center and home-based childcare worker.

**FIRE FIGHTER PROGRAM** (3 CREDITS): Students will follow the fire fighter 1 & 2 curriculum. The Curriculum requires a minimum of 250 hours of class time and additional live training hours. Live training hours may be held on the weekends or in conjunction with local fire departments, so students must commit to those required times. Students will also earn their First Aid/AED and CPR certification through this course. Students will become familiar with all firefighter gear, including turn out gear, helmets, masks, hoses, equipment, and fire trucks. Students are not required to have an affiliation with local fire departments, but it is recommended. Students must be 16 years of age and be physically able to perform the duties of a fire fighter. A physical examination will be required. Students will also be required and able to pass a fit test to use respiratory gear.

**GRAPHIC DESIGN AND COMMUNICATIONS PROGRAM** (3 CREDITS): The Graphic Design & Communications program provides self-paced, project based instruction and practice in the field of graphic arts and visual communication. Students learn digital imaging concepts and skills in a modern graphic arts lab while gaining valuable workplace skills such as dependability, resourcefulness, initiative, diligence, and interpersonal skills. Students will gain experience in the following areas using the professional-level software packages of Adobe Illustrator, Adobe InDesign, and Adobe Photoshop: Project Management Skills, Design Skills, Research and Communication Skills and Technical Skills. Students will design several projects in class, for example: a digital photo collage, a logo, a business card, an advertisement, a brochure, a newsletter, a mini-yearbook, a career portfolio, flyers, newsletters, calendars and magazine covers. Students may have the opportunity to apply those skills on "real" customer projects. Jobs may include business cards, photo IDs, brochures, advertisements, invitations, photo calendars, and more. **Outcomes:** Competency Certificate, Skill Profile, and Adobe Certified Associate Certification, NOCTI certificate, and three college credits in Photoshop I.

**HEALTH OCCUPATIONS PROGRAM** (3 CREDITS): Health Occupations is designed to be a career awareness course with skills learned for diverse medical jobs. Units of instruction include health career search, health and disease, anatomy and physiology, medical terminology, human growth and development, communication, health care responsibilities, and job seeking skills. Students wishing to obtain state certification as a nurse assistant (CNA) may do so through this program. This program also offers certification in Basic Life Support including Automated External Defibrillator (AED) use and First Aid for Healthcare Professionals. Local area health care establishments such as hospitals and nursing homes provide locations for clinical rotations, allowing students to put skills they learn in the classroom into practice in live settings. **Outcomes:** Competency Certificate, Skill Profile, Certified Nurse Assisting (CNA), Certification in BLS and First Aid for Healthcare Providers, NOCTI certificate, NOTI college credit certificate, and three college credits in Medical Terminology.

**METALS MANUFACTURING PROGRAM** (3 CREDITS): The Metals Manufacturing Program prepares students for employment or post secondary education in metals production occupations. Through application of metal working skills, students learn the manufacturing process. Production work in the program is designed to teach skills in teamwork, problem solving, and human relations. Activities include: blueprint reading, Computer Assisted Drawing (CAD), precision layout and measurement, and the introduction and safe operation of various metal working equipment including grinders, band saws, drill presses, lathes, vertical mill, Computer Numerical Control (CNC) milling center. Students are exposed to and learn some basic welding and cutting operations. **Outcomes:** Competency certificate, Skill Profile, MaineOxy safety certificate, and NOCTI certificate.

**PRE-TECHNICAL PROGRAM** (3 CREDITS): The Pre-Technical Program is designed to provide regional 9th and 10th grade at-risk, hands-on learners a program designed to develop pre-technical skills, attitudes, and understandings leading toward graduation as a responsible and involved citizen and a collaborative and quality worker. The focus of the program is renewable and sustainable energy sources. **Outcomes:** Competency certificate, Skill Profile, MaineOxy Certification, and NOCTI certificate.

## Requirements For A Greenville Consolidated School Diploma

SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12	Total # of Credits Req.
English	English 1	English 2	English 3	English 4	4
Math	Algebra I	Geometry	Algebra II*		3
Science	Freshman Science	Biology Lab	*Science Class (Should be chemistry if continuing education after high school)		3
Social Studies	Western Civ.	US History 1	US History 2		3
Physical Education/Health	Physical Ed.	Physical Ed/ Health			1 ½
Visual/Performing Arts	Art/Music	Art/Music			1
World Language (2021 and beyond)	Level 1	Level 2*			2
Minimum Required # of credits per year:	6	6	5 or 6 (for the class of 2025 & beyond)	5 or 6 (for the class of 2025 & beyond)	<b>22 credits or 24</b> (for the class of 2025 & beyond) <b>for Graduation</b>
<b>Beginning with the class of 2021, Greenville School is requiring that each student complete a minimum of 20 hours of community service. *** Hours will be waived to 10 hours for the class of 2021 and 2022 due to COVID interruptions.</b>					

## Academic Preparation Chart

Subject	Greenville School Minimum Graduation Requirements	Community Colleges Preparation	4 Year College Preparation	Selective College Recommendation

English	4 credits College Prep or Honors	4 credits College Prep or Technical	4 credits College Prep or Honors	4 credits at Honors/AP level
World Language	2 credits required for Class of 2021 and beyond	2 credits required for Class of 2021 and beyond	2 or more credits of one language	3 or more credits of one language
Mathematics	2 credits (+ 2 additional options) College Prep or Honors	3 credits College Prep or Honors	3 to 4.5 credits College Prep or Honors	4+ credits Honors, including Calculus
Science	2.5 credits(+ 2 additional options) College Prep or Honors	3 credits College Prep or Honors	3 to 4 credits College Prep or Honors/AP	4+ credits at Honors/AP
Social Studies	2 credits College Prep or Honors	2 credits, College Prep or Honors	2 credits College Prep or Honors	3-4 credits at Honors/AP
Physical Education and Health	1.5 credits	1.5 credits	1.5 credits	1.5 credits
Visual/Performing Arts	1 credit	1 credit	1 credit or more depending on focus	1 credit or more depending on focus

**Community Service** is an important factor when applying for colleges. We encourage every student to engage in community service to better themselves and his/her community.

**FRESHMEN YEAR**

<b>PERIOD</b>	<b>CLASS A</b>	<b>CLASS B</b>
WHITE 1		
WHITE 2		
WHITE 3		
WHITE 4		Intervention

BLUE 1		
BLUE 2		
BLUE 3		
BLUE 4		Intervention

Credits: \_\_\_\_\_

SOPHOMORE YEAR

PERIOD	CLASS A	CLASS B
WHITE 1		
WHITE 2		
WHITE 3		
WHITE 4		Intervention
BLUE 1		
BLUE 2		
BLUE 3		
BLUE 4		Intervention

Credits: \_\_\_\_\_

JUNIOR YEAR

PERIOD	CLASS A	CLASS B
WHITE 1		
WHITE 2		
WHITE 3		
WHITE 4		Intervention
BLUE 1		
BLUE 2		
BLUE 3		
BLUE 4		Intervention

Credits: \_\_\_\_\_

SENIOR YEAR

PERIOD	CLASS A	CLASS B
WHITE 1		
WHITE 2		
WHITE 3		
WHITE 4		Intervention
BLUE 1		
BLUE 2		
BLUE 3		
BLUE 4		Intervention

Credits: \_\_\_\_\_