

# Medomak Valley High School

320 Manktown Rd.

Waldoboro, Maine 04572

Main Office: 207-832-5389----Guidance Office: 207-832-7270

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Harold E. Wilson, Principal  
Tamra S. Philbrook, Ass't Principal

Andrew J. Cavanaugh, Ass't Principal  
Matthew J. Lash, Athletic Director

## Fax Transmission Sheet

Date: 10-17-2014

Sending To: Diana Daron @ DOE

Fax Number: 1-877-227-9838

Number of pages (including cover sheet): 52

Harold Wilson, Principal

Lisa Gunn, Administrative Assistant

Andrew Cavanaugh, Assistant Principal

Debbie Oliver, Administrative Assistant

Tamra Philbrook, Assistant Principal

"Jimi" Hunt, Registrar

Steve Ocean, Special Ed

Jen Post, Guidance Secretary

Kara DeCato, Guidance

Penny Morrill, Attendance Secretary

David Cooper, Guidance

Deb Duncan, Guidance

Matt Lash, Athletic Director

Susan Taylor, Adult Ed

Chris Spear, Resource Officer

Other \_\_\_\_\_

Notes:

COR submission for Medomak Valley H.S.



School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018.

#### **Directions for submitting the confirmation of readiness**

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the confirmation of readiness document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

Note: Confirmations of readiness that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

## Confirmation of Readiness

At the time of the submittal the SAU will:

- Provide evidence demonstrating its preparedness to deliver diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles in 2018.
- Include an updated copy of the SAU's Basic School Approval Transition to Proficiency-based Graduation plan
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

### Submittal Window

**1. Indicate the submitting date.**

August 18, 2014, 5 pm     September 17, 2014, 5 pm     October 18, 2014, 5 pm

### Superintendents Region

**2. Indicate the superintendent region in which your SAU is a member.**

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	X
Penquis	
Washington	
Western Maine	
York	

**3. School Administrative Unit: RSU 40**

**4. High School(s): Medomak Valley High School**

**5. Name and title of people completing the confirmation of readiness:**

Andrew Cavanaugh  
Assistant Principal, Medomak Valley High School

**6. Superintendent's name, address, phone number and email:**

Mr. Steve Nolan, Superintendent of Schools  
RSU #40/MSAD #40  
1070 Heald Highway  
Union, Maine 04862  
(207) 785-2277  
Steve\_Nolan@msad40.org

**Evidence of Preparedness**

- 7. Describe the SAU's preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after January 1, 2018. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

**Criteria:**

- **Updated copy of the SAU's Basic School Approval Transition to Proficiency-Based Graduation plan**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear evidence of the capacity and infrastructure to fully implement a proficiency-based system in September 2014 at the secondary level for incoming freshmen.**

For the past three years, the staff at Medomak Valley High School (MVHS) has devoted considerable time and effort to develop a thorough understanding of proficiency based education and how to best meet the requirements of Maine Revised Statute 20-A§4722-A. Although both the administration and the staff recognize we still have a lot to learn, our entire school is committed to awarding a proficiency-based diploma to the graduates of the class of 2018.

Just as we know that all school systems in Maine are unique, and each school system by law, is given the responsibility of determining what constitutes student proficiency in both the Maine Learning Results and their Guiding Principles, we also know each school system may use different pathways to determine how students will demonstrate proficiency.

MVHS decided a blended system of coursework with credits *and* standards would be the most pragmatic and cost-effective way to ensure that all students had the opportunity to meet

the standards. In order to earn a high school diploma (Description #1 – MVHS Graduation Policy), our system requires students to earn a specific number of credits in each of the content areas *and* to also demonstrate proficiency in what we have identified as our “graduation standards” (Based on The Maine Learning Results: Parameters for Essential Instruction (MLR 2007) and the National Career Development Guidelines Framework (NCDG, 2004). Please see the following website: <http://www.maine.gov/doe/proficiency/standards/sample-graduation.html> (Description #2 MVHS Graduation Standards)

We believe the MVHS blended system accomplishes several goals:

1. Requires that students must participate in and successfully complete rigorous, relevant and progressively more challenging coursework for four years (if needed). Graduates from the class of 2018 will have participated in educational experiences relating to English language arts, mathematics, science and technology for each year of their secondary schooling.
2. Students will be issued report cards and transcripts that are clear and easy to understand because courses continue to be graded with the traditional 100-point scale. Course credits are tabulated annually, and class ranking/honor role is maintained. In addition, the student’s proficiency progress in each of the content area graduation standards is clearly indicated. Students, parents, high schools and colleges will be able to easily understand the MVHS criterion based scoring method. (See Description #3 Draft MVHS Transcript)
3. The blended system provides a cost-effective method to deliver a large number of students an equally large number of standards and provide each of those students with a practical way to demonstrate proficiency.
4. MVHS has improved instruction by working closely with Great Schools Partnership to increase both the rigor and equity of our coursework by aligning our curriculum with the MVHS graduation standards. By incorporating best practices we have eliminated gaps, and reinforced key concepts. Within each course we have selected specific performance indicators and identified both the level and/or the frequency with which students will be required to demonstrate proficiency in order to meet the standard. (See Description #4 – MVHS Program of Studies)

In response to Maine Revised Statute 20-A§47222-A, common assessments have been implemented in most freshmen courses that will document freshmen proficiency. In order to receive a passing score and subsequent course credit, students must by design, demonstrate proficiency in a specific number of the courses’ imbedded performance indicators. While assessments have been developed in our first year

courses, MVHS continues to develop common assessments for upper level courses but these will be in place on the timeline needed for the class of 2018.

5. Many MVHS students will exceed the standards and move on to even more challenging coursework including honors, dual enrollment and advanced placement level courses. At the same time, MVHS will have a number of students who will need one or more intervention conduits and we have several in place including our new Recover and Excel Period (REP) a forty minute mandatory instructional period that occurs between first and second period (See Description #5 Recover and Excel Period). MVHS also offers students the opportunity for credit recovery instruction through our PLATO program that has been identified (by the Edmentum sales team) as one of the top credit recovery centers in the state. Offered during a student's study hall or as a scheduled course, students can work on individual standards or complete an entire course.
  
6. This year we have implemented a system to track student progress towards meeting the MLR Guiding Principles. Last year the MVHS Leadership Team spent considerable time developing the "Learning Habits," a reporting system based in the MLR Guiding Principles and embedded in all of the eight content areas. The Learning Habits system provides a way to separate behaviors from academic performance in the course grade, but still holds students accountable for their actions through the reporting of a quarterly score that includes timely feedback to the student, based on a school wide rubric. (See Description #6 Learning Habits Rubric))

#### **Community Impact:**

The five towns that send their young people to MVHS have high expectations for all of their students and take an active role in their education. Community members have a great deal of trust that the school board, school administrators and the MVHS teaching staff are providing the best possible education for all of the attending students. Many parents of our highest achieving students have expressed serious concerns regarding the move toward proficiency-based and/or learner-centered education. Certainly our community members are not alone with their feelings, as many people around the state have questioned the validity and merits of a proficiency-based system (because there is little or no research to support this type of system is superior to what had been used in the past). To be specific, MVHS parents have stated they are concerned about losing traditional grades, adopting a 1,2,3,4 system, doing away with class rank, eliminating honor graduates including the valedictorian and salutatorian, "dumbing down" the curriculum (so every student appears to have accomplished the same thing) and that students will not have to go to school but instead be expected to teach themselves with laptops.

MVHS has taken a number of steps to address these serious concerns and maintain the trust of the community. We have provided a number of venues to explain to parents how our blended system will work for the best educational interests of their children and at the same

time, comply with the legal requirements of MRS 20-A§4722-A. For example, at last spring's freshmen night when all incoming freshmen and parents of freshmen were invited to MVHS, many parents expressed relief when they were told MVHS would be incorporating a blended system; requiring students to earn credits, maintaining class ranks, and that we would be issuing an easy to read, clear and concise report card along with a one or two page proficiency-based transcript for every student that identifies both completed courses and student progress on the graduation standards.

Many MVHS parents are extremely busy and have little available time to learn about proficiency-based education, content area standards and/or common assessments. For the most part parents want to know how their child is doing in school, including both grades and behavior and if they are on track to graduate and get into an appropriate college. The MVHS blended approach takes the guesswork and confusion out of the proficiency-based system, and provides all stakeholders with an easy to read report card and transcript that provides all of the required information.

**Staff Impact:**

In the last two years the MVHS staff has made significant progress towards our goal of implementing a proficiency-based diploma to the class of 2018. Our departments have put a considerable amount of time working collaboratively to improve their teaching practice and align our curriculum with both the graduation standards and performance indicators. Our entire staff, under the direction of the MVHS administration has worked toward designing an effective program that will provide students with several opportunities to meet the Guiding Principles. Through this alignment of instruction and assessment, teachers are able to clarify learning expectations for students and thereby offer targeted support to help students meet those outcomes.

**Student Impact:**

All of our teachers are highly knowledgeable regarding the tenants of a proficiency-based educational system and the legal requirements of MRS 20-A§4722-A. Freshmen teachers have had a number of discussions with their students and explained in detail our blended approach. The students are by and large supportive of our efforts and understand the logic and pragmatism behind our blended approach. We have explained to students that the standards are considered a minimum requirement and we will continue to encourage our students to see beyond the standards and look to our more demanding courses as a challenge and to prepare for life beyond the walls of Medomak Valley.

MSAD 40 Long Range Plan (Basic School Transition Plan) (See Description #7)

School Board Minutes Supporting Long Range Plan (See Description #8)

Approval Certificate (See Description #9)

## **System of Supports for Student Learning**

8. Describe the system of supports you have in place for secondary students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

**Criteria:**

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
- Clear description of practices for regular monitoring of student progress
- Clear description of equity of opportunity for support in any content area and Guiding Principle

### **The System of Supports for Student Learning:**

MVHS has a clearly defined tiered RTI process that provides several levels of support designed to meet the specific needs of any student who has difficulty in demonstrating proficiency in either the content area standards, the Guiding Principles, or any other component of their academic work. Our RTI system focuses on general education students, identifies areas of concern before they become overwhelming, and provides timely feedback.

We have a number of intervention strategies at all three levels but due to a lack of space we will identify a small number of our creative approaches to RTI.

#### **RTI Tier I:**

To provide better classroom instruction and raise student achievement, the district's Director of Instruction has launched an extensive literacy program in grades K-8 designed to help *all* students read at or above grade level. This program has met with success and should substantially elevate the reading and writing skills of all students prior to attending MVHS.

The district has gathered extensive data on those students who have a reading or math ability below grade level. The research has clearly indicated that students who fail to successfully complete freshmen English and/or first year math are most "at risk" of dropping out of school. As a result MVHS has instituted "Intensive" courses, core subjects in English I, English II, Pre-Algebra and Algebra I, that meet every day for 70 minutes (as opposed to every other day). The first day of the two-day cycle introduces topics, and the second day is designed for reinforcement and/or formative assessments to identify strengths and/or weaknesses. This program gives students extra *monitored* instructional time to develop confidence in the material and will go a long way in both increasing our student achievement and reducing our drop out rate.

**RTI Tier II:**

This year MVHS has instituted the Recover and Excel Period (REP), a mandatory forty-minute period scheduled between our first and second periods. REP meets every day and provides teachers the opportunity to “tag” or meet with those students who may be falling behind or showing weakness in a particular area. Certain teachers have priority on certain days to make sure all subjects are addressed. The success of this program is based on several factors, appropriate student tracking software, 100% student and staff buy-in, and ongoing administrative support. Students who have not been tagged are assigned to one of three large grade-based study halls. All tagged students must be in their assigned area during this time and working on a specific task. Hall passes are for the most part forbidden and the entire school is strictly monitored for wayward students. An REP committee comprised of teachers, students and an administrator meets regularly to discuss the program, make sure teachers are tagging students, and to provide support/suggestions for other staff members.

**RTI Tier III:**

MVHS has a credit recovery center with a full-time staff member. The center utilizes the PLATO system and provides students with an opportunity to “recover” or make up credits/standards in courses they have failed with a grade of between 50-69. The center’s teacher collaborates with the content area teacher to identify the student’s area of weakness and designs a PLATO tutorial for the student to complete. PLATO credit recovery is available in most subject areas, and is available to students during the school day, and during two summer school sessions.

We have other RTI options available, including an active SAT Team, the option of “Staffings,” meetings where teachers, parents, administrators, and the student meet to discuss areas of weakness and needed supports. We also have several levels of alternative intervention.

Students who have difficulty in school remain a constant concern at MVHS, but we believe we have developed and implemented a system that provides every student with the opportunity to meet the standards, pass required courses and be successful.

**Proficiency-Based Diploma Transition Funds**

9. **Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:**
  - **Policy: 0%**
  - **Practice: 77% (\$10,350 – Marzano Training) (\$5,000 – Empower License)**
  - **Community Engagement: 0%**
  - **One-year Carry Over: 23% (\$4,641)**

The 2013-14 PBD transition funds (\$19,991) were used in two primary areas.

First, our district contracted with the Marzano Center (\$10,350) for principal and teacher mentor evaluation training. The purpose of the training was to give both principals and mentor teachers the opportunity to better understand the cause and effect relationship between teaching practices and student achievement. The system creates a common language of proficiency based instruction and provides both leaders and teachers with skills to make the most informed and effective decisions to help raise the achievement level of all students. The Marzano model stresses the importance of taking the evaluation process from an unpleasant compliance routine to one that provides teachers with proven strategies that will allow them to substantially increase their effectiveness.

Second, our district has contracted with ThreeShapesLLC –Empower/Educate (\$5,000) for training and licenses for Empower software, designed to track each student’s proficiency in the required standards. To date the district is using Empower to track student proficiency in grades K-8.

**10. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.**

**Criteria:**

- **Clear description of intended impact for your use of transition funds**
- **Budget aligns to intended impact**

Budget for 2014-15 Anticipated PBD Transition Funds:

**Anticipated Funds - \$19,991**

**Carryover -\$4,641**

**Expenditures:**

**Infinite Campus Customization - \$11,000**

We are confident that at the high school level, Infinite Campus can manage and track our blended system of traditional grades and standards with a pragmatic level of efficiency. Customizing Infinite Campus will allow us to develop an effective report card that will provide appropriate and timely feedback to both students and parents. We will also implement a concise and easy to understand transcript to serve as a permanent record of student proficiency. We estimate the cost of customizing Infinite Campus to provide a data driven report card and proficiency-based transcript will cost approximately \$11,000. We plan to have the system in place prior to the end of the 2014-15 school year.

**Evaluator Effectiveness Training - \$10,000**

Maine Revised Statute Title 20-A Chapter 508 requires the implementation of system to evaluate educator effectiveness. Because one of our non-negotiable goals is to continue to increase student achievement, and we believe Marzano provides a proven system that will help us accomplish that goal, we will continue to provide training/professional development for our teaching staff to understand how to use this successful approach. The Marzano evaluation method provides teachers with an effective, valid, reliable and defensible tool that provides both appropriate feedback and positive strategies to improve student achievement. We will allocate the funding throughout the 2014-15 school year.

**Professional Development - \$3,632**

Because academic excellence is at the very foundation of our mission, we will continue our plan to increase the number of Advanced Placement and Dual Enrollment opportunities available to our students. We will use the funds to provide more training for our instructors who are currently teaching these challenging courses and for those who aspire to teach at the highest level. MVHS will continue to challenge more of our students to take these rigorous courses to ensure they are properly prepared to be successful in their future endeavors.

**Confirmation of Readiness Authorization Page**

We certify that the information contained in the confirmation of readiness accurately reflects the current status of our implementation of proficiency-based diplomas.

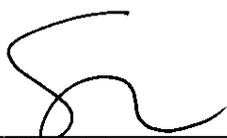
We certify that the criteria for awarding a diploma beginning after January 1, 2018 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

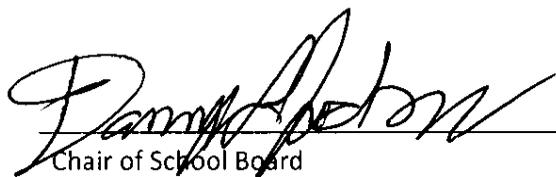
A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

  
 \_\_\_\_\_ 10/17/14  
 Superintendent of Schools Date

  
 \_\_\_\_\_ 10/17/14  
 Chair of School Board Date

Description #1

IKF

## **GRADUATION REQUIREMENTS**

### **Eligibility for Graduation from Medomak Valley High School**

With the implementation of standards using Maine's Learning Results (Parameters for Essential Instruction) to measure student progress toward achievement of the content standards of the Learning Results, the phasing in of standards-based diploma requirements, and heightened community expectations for student learning, the RSU 40 Board recognizes the need to establish minimum standards for the awarding of a high school diploma that are consistent with State law and regulations and with community educational values and expectations.

The superintendent, through the high school principal or his/her designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year or as soon as new laws are put in place. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in the Medomak Valley High School Student Handbook.

The board has approved this schedule of minimum requirements for graduation.

#### **Medomak Valley High School Graduation Requirements**

##### **I. Requirements for students graduating in the classes of 2014-2017.**

In order for members of the Classes of 2013-2017 to receive a Medomak Valley High School Diploma, students must meet the following requirements listed below:

A. Completion of a course of study whereby the student has acquired a minimum of twenty-four (24) credits, which include successful completion of the following required courses (16.5 Credits):

1. English - 4 Credits
2. Social Studies - 3 Credits, US History (1 Credit), World History or Human Geography (1 Credit), Economics (1/2 Credit) and Government (1/2 Credit).
3. Mathematics - 4 Credits, including Algebra I
4. Science - 3 Credits, Freshmen Science (1 Credit), Life Science (1 Credit), Physical Science (1 Credit).
5. Health- 1/2 Credit
6. Physical Education- 1 Credit
7. Fine Arts- 1 Credit

B. The remaining seven and one half (7 1/2) credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field the student plans to enter after graduation.

C. The State also requires that students demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.

D. Alternate methods of earning credits. Students may, with prior approval and permission of the

Adopted: December 6, 1993

Revised: May 1, 2014

**IKF**

principal, use alternative means to earn credits through an approved Adult Education course, and approved summer school program, an approved correspondence course, approved tutoring, approved college courses. The principal on a case-by case basis will review credits earned through home schooling. In addition, with prior approval of the principal, students may be allowed to demonstrate proficiency and earn credits in a specific content area by presenting multiple types of evidence, including but not limited to teacher-designed or student-designed assessments, portfolios, performances, exhibitions, and/or projects.

E. Participation in Graduation Ceremony A student must complete all requirements for a high school diploma in order to participate in graduation exercises.

## **II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2018 AND BEYOND**

In accordance with Maine law and RSU 40/MSAD 40's standards-based system of learning, after January 1, 2018, the awarding of a diploma from RSU 40/MSAD 40 schools will be contingent on the demonstration of proficiency 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, in addition to the accumulation of 24 credits, which may be obtained through approved learning experiences. The student must also fulfill any other requirements specified in this policy.

Students who anticipate graduating in the Classes of 2018 and beyond must meet the following requirements in order to be awarded a high school diploma.

A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency for each standard within each content area.

English Language Arts

Social Studies

Mathematics

Science and Technology

Health Education and Physical Education

Visual and Performing Arts

World Languages

Career and Education Development (embedded in the other content areas)

B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results. A student graduating from RSU 40/MSAD 40 schools is expected to be a:

Clear and effective communicator;

Self-directed and life-long learner;

Creative and analytical problem solver;

Responsible and involved citizen; and an

Integrative and informed thinker.

C. Method of gaining and demonstrating proficiency. Students will be allowed to demonstrate proficiency through multiple pathways, and be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher-designed or student-designed assessments, portfolios, performances, exhibitions, and projects.

Adopted: December 6, 1993

Revised: May 1, 2014

## Description #2

### **Medomak Valley Graduation Standards (From the State Graduation Standards, Developed with GSP)**

**Eight (8) Content Areas  
45 Separate Graduation Standards  
255 Performance Indicators**

#### **English Language Arts – 8 standards – 37 Performance Indicators**

Reading Foundations

1. Reading Comprehension
2. Reading Interpretation
3. Writing Arguments
4. Writing Informative and Narrative Texts
5. Writing Process
6. Writing Research
7. Speaking and Listening Discussion
8. Speaking and Listening Presentation

#### **Mathematics – 5 standards – 46 Performance Indicators (5 above requirements)**

1. Number and Quantity
2. Algebra
3. Functions
4. Geometry
5. Statistics and Probability

#### **Science – 8 standards – 69 Performance Indicators (3 partially met, 5 not taught)**

1. Physical Sciences- Structure/Properties of Matter, Forces and Interactions
2. Physical Sciences: Energy, Waves, and Electromagnetic Radiation
3. Life Sciences: Structure, Function and Information Processing
4. Life Sciences: Matter and Energy In Organisms and Ecosystems
5. Life Sciences: Growth, Development, and Reproduction of Organisms, Natural Selection, and Adaptations
6. Earth and Space Sciences: Earth Space and the Universe
7. Earth and Space Sciences: Earth Systems
8. Engineering, Technology, and Application of Science

**Social Studies – 6 standards – 22 Performance Indicators**

1. Application of SS Processes – Knowledge and Skills
2. Civic Engagement
3. Civics and Government
4. Economics
5. Geography
6. History

**World Languages – 5 standards (not numbered) – 20 Performance Indicators**

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication
- Comparison of Practices, Products and Perspectives
- Communities

**Visual and Performing Arts – 5 standards – 22 Performance Indicators**

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics and Criticism
5. Connections

**Health Education - 5 standards -19 Performance Indicators**

(Health and Phys. Ed are one Content Area)

1. Health Concepts
2. Health Information, Products and Services
3. Health Promotion and Risk Reduction
4. Influences on Health
5. Advocacy, Decision- Making and Goal-Setting Skills

**Physical Education – 3 standards – 11 Performance Indicators**

1. Movement/Motor Skills and Knowledge
2. Physical Fitness Activities and Knowledge
3. Personal and Social Skills and Knowledge

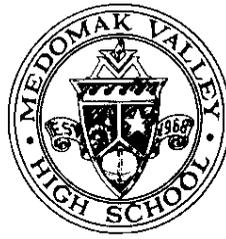
**Career and Education Development – 3 standards – 9 Performance Indicators**

1. Self- Knowledge and Interpersonal Relationships
2. Education, Career and Life Roles
3. Making Decisions, Utilizing a Planning Process, Creating Opportunities, Etc.

# Description #3

## Medomak Valley High School Official Transcript

320 Manktown Road, Waldoboro, Maine 04572  
Phone: (207) 832-5389 Fax: (207) 832-2280



Student Information: Date of Birth: 04/01/2000  
**Campbell, Howard Jr.** Parent/Guardian:  
Sarah Howard  
Date of Enrollment: 482 Highland RD  
9/14 Waldoboro, ME 04572  
Date of Graduation: (207) 832-5555  
6/18

Learning Experience	Grade	Duration	Type	Credit
<b>2014-2015</b>				
English I	93	Year	Honors	1
World History	93	Year	CP	1
Geometry	93	Year	Honors	1
Spanish I	93	Year	CP	1
Physical Science	93	Year	CP	1
Foundations of Art I	93	Semester	CP	.5
Health	93	Semester	CP	.5
<b>2015-2016</b>				
English II	89	Year	Honors	1
20 <sup>th</sup> Century Europe	89	Semester	CP	.5
20 <sup>th</sup> Century Asia	89	Semester	CP	.5
Algebra II	89	Year	CP	1
Spanish II	89	Year	CP	1
Biology	89	Year	Honors	1.5
Physical Education	89	Semester	CP	.5
<b>2016-2017</b>				
English Language and Composition AP	89	Year	AP	1
U.S. History	89	Year	CP	1
Calculus AP	89	Year	AP	1
Spanish III	89	Year	Honors	1
Chemistry	89	Year	Honors	1.5
Physical Education	89	Semester	CP	.5
<b>2017-2018</b>				
English Literature I & II	92	Year	Dual-Enrollment	1
Physics	92	Year	CP	1
Theater	92	Semester	CP	.5
College Quantitative Analysis	92	Semester	Dual-Enrollment	.5
Statistics and Probability	92	Semester	CP	.5
Psychology	92	Semester	AP	.5

### Academic Summary

GPA: 3.75

Magna Cum Laude

SAT/ACT Scores: 570/510/520

Academic Awards: Top 8 2016

Academic Achievements:

Title of Capstone Project:

### Grade Scale

A = 93-100

B = 92-85

C = 84-77

D = 76-70

F = 69-0

### Graduation Requirements

#### Demonstrated Proficiency

Maine Guiding Principles

English Language Arts

Mathematics

Science and Technology

Social Studies

Health Education and Physical Education

World Languages

Visual and Performing Arts

Career Education and Development

### Additional Graduation Requirements

24 credits, of which the following are required.

**English 4 credits**

**Mathematics 4 credits**

**Science 3 credits (4 credits)**

**Social Studies 3 credits**

**Fine Arts 1 credit**

**Health .5 credit**

**Physical Education 1 credit**

**Foreign Language 1-2 credits?**

### KEY: Type of Learning Experience

**Tech:** Learning took place in the regular classroom at the technical level and was verified by a certified teacher.

**CP:** Learning took place in the regular classroom at the college preparatory level and was verified by a certified teacher.

**Honors:** Learning took place in the regular classroom at a more rigorous level and was verified by a certified teacher.

**Dual-Enrollment:** Learning took place in the regular classroom in a college course enabling the student to earn both high school and college credit. The work was verified by a certified teacher/adjunct professor.

**Independent:** Learning took place in a pre approved, student-designed and certified teacher-supported learning experience.

**Internship:** Learning took place in a work-environment based on a plan approved by a certified teacher who verified achievement of one or more graduation standards.

**AP:** Learning took place in the regular classroom at the advanced placement level and was verified by a certified teacher.

Medomak Valley High School  
Official Transcript

### Graduation Standards: Performance Summary

English Language Arts	Proficiency Level
Reading Comprehension	M
Reading Interpretation	M
Writing Arguments	M
Writing Research	M
Discussion	M
Presentation	M
Writing Process	M
Writing Informative Narrative Texts	M

Social Studies	Proficiency Level
Standard 1	M
Standard 2	M
Standard 3	M
Standard 4	M
Standard 5	M
Standard 6	M

Mathematics	Proficiency Level
Numbers and Quantity	M
Algebra	M
Functions	M
Geometry	M
Statistics and Probability	M

Science and Technology	Proficiency Level
Standard 1	M
Standard 2	M
Standard 3	M
Standard 4	M
Standard 5	M
Standard 6	M
Standard 7	M
Standard 8	M

Visual and Performing Arts	Proficiency Level
Standard 1	M
Standard 2	M
Standard 3	M
Standard 4	M
Standard 5	M

World Languages	Proficiency Level
Standard 1	M
Standard 2	M
Standard 3	M
Standard 4	M
Standard 5	M

Health and Physical Education	Proficiency Level
Standard 1	M
Standard 2	M
Standard 3	M
Standard 4	M
Standard 5	M

Career and Education Development	Proficiency Level
Standard 1	M
Standard 2	M
Standard 3	M

#### Key - Performance Standards

**I - Introduced** - Student receives initial introduction to content area graduation standard.

**P - Practice** - Student is on the way to proficiency in the content area graduation standard.

**M - Mastery** - Student has demonstrated proficiency in the content area graduation standard.

#### Graduation Standards

#### Cross-Curricular Skills

#### Proficiency Level

*Maine Learning Results  
Guiding Principles*

Clear and effective communicator

3.0

Self-directed and lifelong learner

3.25

Creative and practical problem solver

3.50

Responsible and involved citizen

3.75

Integrative and informed thinker

4.0

*\*The achievement of graduation standards is verified over time as students demonstrated proficiency through multiple assessments, projects, portfolios and exhibitions.*

Description #4  
MVHS PDS  
English Section

## ENGLISH

Medomak Valley High School's English Department's mission is to prepare our students to live meaningful lives as productive and literate citizens by improving their abilities to think, read, write and speak effectively across a range of genre and for a variety of purposes and audiences. To realize this mission, the department offers a rigorous and relevant curriculum that provides students with multiple and varied opportunities to read, analyze and critique quality texts, develop the processes, traits and craft of writing. Students will engage in individual and collaborative inquiry into the habits of effective readers and writers and the elements of quality texts as well as discussion skills and formal public speaking for a variety of audiences through oral presentations and the practice of effective speech delivery techniques. Students are required to complete four credits in English.

Below is a link to Maine's ELA Common Core Standards for grades 6-12:

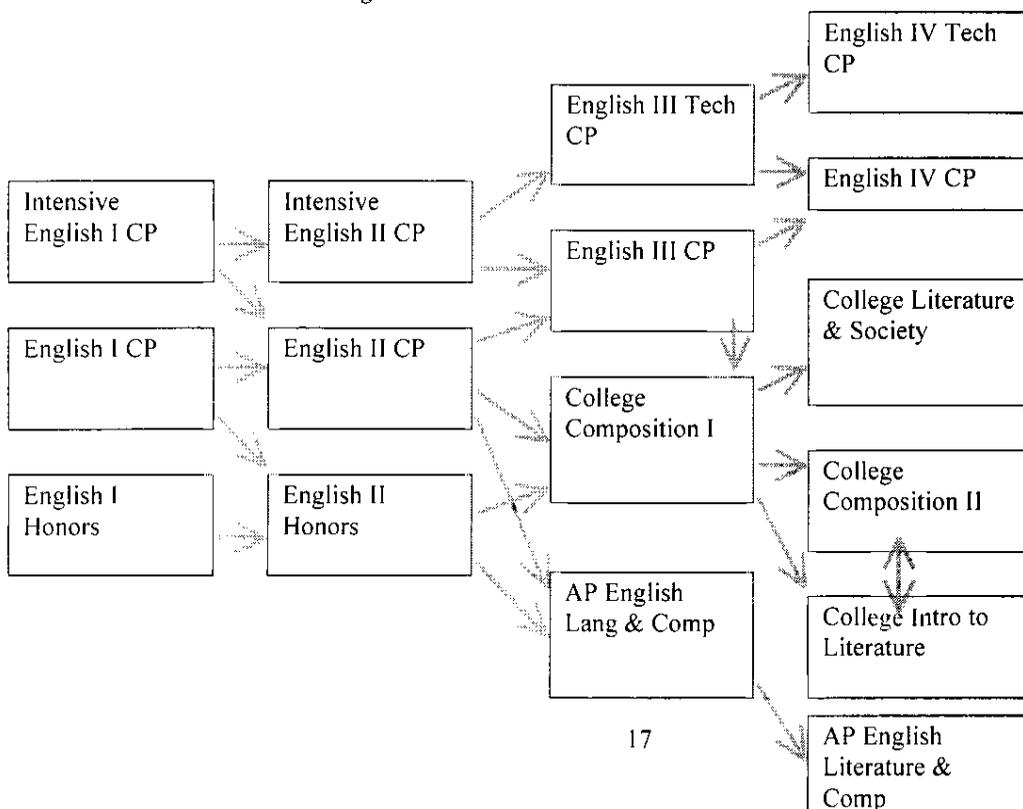
<http://www.maine.gov/doe/ela/>

Starting with the graduating class of 2018 all students must demonstrate proficiency in the following English Language Arts Graduation Standards:

1. Reading Comprehension
2. Reading Interpretation
3. Writing Arguments
4. Writing Informative and Narrative Texts
5. Writing Process
6. Writing Research
7. Speaking and Listening Discussion
8. Speaking and Listening Presentation

For additional information on the English Language Arts Graduation Standards please visit the following website: <http://www.maine.gov/doe/proficiency/standards/ela.pdf>

English Flow Chart



### **Intensive English I CP**

Full year: 2 credits (one English credit, one elective credit)

Recommended year: grade 9

Intensive English I CP meets every day. The course provides an intensive focus on a variety of skills to help students become better readers and writers. Grammar, vocabulary, paragraph structure, crafting an essay, organizational skills, and study skills are stressed. Research skills are introduced, including in-text citations and MLA works cited entries. Oral participation and collaboration with peers is expected; listening components are integral to the class throughout the year. Self-reflection and self-assessment are encouraged.

### **English I CP**

Full year: 1 credit

Recommended year: grade 9

English I CP meets every other day. Active reading in a variety of genres is emphasized; self-direction and self-motivation are fostered. The course focuses on a variety of skills to help students become better readers and writers. Grammar, vocabulary, paragraph structure, crafting an essay, organizational skills, and study skills are stressed. Research skills are introduced, including in-text citations and MLA works cited entries. Oral participation and collaboration with peers is expected; listening components are integral to the class throughout the year. Self-reflection and self-assessment are encouraged.

### **English I Honors**

Full year: 1 credit

Recommended year: grade 9

The topics addressed in English I CP are also addressed in English I Honors but at a faster pace and in greater depth. Students read a variety of genres independently as a foundation for class discussion and written response. Students are required to write complex responses to assignments and to hone the craft of writing. Self-reflection and self-assessment are expected.

### **Intensive English II CP**

Prerequisite: Intensive English I, or English I

Full year: 2 credits (one English credit, one elective credit)

Recommended year: grade 10

Intensive English II will meet every day for a whole period. This course will provide an intensive focus on developing the skills of writing, reading, listening and speaking. Active reading of multicultural literature for identification, analysis, and demonstration of understanding of the defining features of literary texts is emphasized. The writing component emphasizes expository and analytical writing skills including journal writing, prewriting, and refining the five-paragraph essay (including multiple drafts) for a variety of purposes including informing, analyzing and persuading. Further application of the research process includes evaluating information for accuracy and possible bias.

## **English II CP**

Prerequisite: English I

Full year: 1 credit

Recommended year: grade 10

English II CP focuses on further developing the skills of writing, reading, listening and speaking. Active reading of multicultural literature for identification, analysis, and demonstration of understanding of the defining features of literary texts is emphasized. The writing component emphasizes expository and analytical writing skills including journal writing, prewriting, and refining the five-paragraph essay (including multiple drafts) for a variety of purposes including informing, analyzing and persuading. Further application of the research process includes evaluating information for accuracy and possible bias.

## **English II Honors**

Prerequisite: English I, 2.5 CGPA

Full year: 1 credit

Recommended year: grade 10

The topics addressed in English II CP are also addressed in English II Honors but at a faster pace and in greater depth.

## **English III Technical CP**

Prerequisite: English II, and permission of the instructor.

Full year: 1 credit

Recommended year: grade 11

This course emphasizes reading comprehension and analysis of American Literature using adaptive materials when necessary to ensure student progress and success. Special attention is given to organization, vocabulary, and the development of constructed responses to literary topics. A particular focus on persuasive writing involves students in writing that is conscious of audience, clarity, and precision using the steps of the writing process. Technology is integrated with a variety of expectations, which may include online submission of assignments and multi-media presentations.

## **English III CP**

Prerequisite: English II

Full year: 1 credit

Recommended year: grade 11

This course stresses college preparatory level reading, writing, discussions, oral interpretations, and presentations. Students study history and cultural trends in American literature. Essay writing will continue to develop the fundamentals of clear, concise, and persuasive writing. Special attention will be given to organization, vocabulary, and the development of open-ended responses in writing. Projects will be an integral part of the course. Oral presentations will be required, as will author and position papers.

### **College Composition Stretch, Part I – ENG 100**

Prerequisite: Student must be a member of the Bridge Program.

Full year: 1 MVHS credit, 3 University of Maine credits.

Recommended year: grade 11. Grade 12 for students graduating in 2015.

This course provides intense practice with habits of reading, writing, thinking, and revising essential to postsecondary academic work. Designed for students who want to create a strong foundation for themselves in academic reading and writing. Students who complete ENG 100 move on to ENG 106 the following year. Students will not earn credit or grades for completing both ENG 101 (not offered at MVHS) and either course in the College Composition Stretch Sequence, ENG 100 and ENG 106.

General Education Requirements: Students must complete both ENG 100 and ENG 106 with a minimum grade of C or better in each course to satisfy the university of Maine General Education College Composition requirement. Neither course taken alone will satisfy this requirement.

### **Advanced Placement English Language and Composition**

Prerequisite: English II, 2.5 CGPA, and permission of the instructor.

Full year: 1 MVHS credit.

Recommended year: grade 11

This course is offered for students seeking college English credit through the AP program **while in their junior year**. Its intent is to engage students in becoming skilled readers of non-fiction written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students become practiced in their awareness of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing across the disciplines. Students are required to take the College Board AP English Language and Composition Exam in the spring.

### **College Composition I – Dual Enrollment**

Prerequisite: English II, Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

One semester: ½ MVHS credit and 3 Thomas College credits

Recommended year: grade 11

Students explore topics of interest (reading and writing non-fiction) as they work on organization and development, strong sentences, appropriate diction, elimination of errors, audience, and the writing process. Student writing should demonstrate strong organization and unity, including effective thesis statements, topic sentences, and coherence, effective development of paragraphs and essays through ideas, examples, details, narrative, figurative language, and rhetorical devices. Students will be able to write clear, concise, and unified sentences of varying length, style, and structure and use diction that is precise and appropriate (especially in its level of formality or informality) for the essay. Students will be expected to continue to develop a clear sense of audience and purpose, an understanding of writing styles through substantial readings, the application of the steps of the writing process, including generating ideas, composing, editing, and revising. (Thomas College Course Number - EH111)

## **College Composition II – Dual Enrollment**

Prerequisite: College Composition I (EH111), Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

One semester: ½ MVHS credit and 3 Thomas College credits

Recommended year: grade 12

Students continue to explore topics of interest (reading and writing non-fiction) and work on CCI skills while focusing on the research process and research-paper writing, argumentation, analysis, and ethical use of information, being guided by the Association of College and Research Libraries standards. Student writing should demonstrate knowledge of the research process, including the abilities to: -Develop a tentative thesis and outline through thinking and initial research -Determine the extent and kinds of information needed -Develop a research strategy - Effectively locate and access credible sources (print and electronic) -Evaluate information and its sources critically. In addition, students will -Select and integrate information that serves the paper's purpose, and gain knowledge of the process of writing a paper supported by research, including the abilities to paraphrase, summarize, synthesize, quote, cite facts, and properly document sources (MLA format and alternative formats). Students are expected to develop an understanding of the ethical use of information, develop effective argumentation skills, and demonstrate effective analytical skills. (Thomas College Course Number - EH112)

## **College Introduction to Literature - Dual Enrollment**

Prerequisite: College Composition I (EH111), Junior or Senior Status, 2.5 CGPA, and permission of the instructor. (Will not be offered until the 2015-16 School Year)

One semester: ½ MVHS credit and 3 Thomas College credits

Recommended year: grade 11 or 12.

This course is the second half of a full year MVHS English requirement and will follow either College Composition I or II. This course introduces three basic types of literature: fiction, drama, and poetry. The course helps students develop an appreciation of literature with the aim of preparing them to read and enjoy a variety of literary works throughout their adult lives. A wide range of authors and time periods are examined with an emphasis on American literature. (Thomas College Course Number - EH221)

## **College Literature and Society - Dual Enrollment**

Prerequisite: College Composition I (EH111), Junior or Senior Status, 2.5 CGPA, and permission of the instructor. (Will not be offered until the 2015-16 School Year)

One semester: ½ MVHS credit and 3 Thomas College credits

Recommended year: grade 11 or 12

This course is the second half of a full year MVHS English requirement and will follow either College Composition I or II. This course explores the valuable contributions that imaginative writers have made to the improvement of societal values, rules, roles, and behaviors. Students consider the literary perspective on such topics as individualism versus conformity, the struggle for social justice, personal freedom versus civil duty, obedience to authority versus rebellion, and the influence of the environment on the developing self. Such socially conscious authors as Upton Sinclair, Henrik Ibsen, Emile Zola, Ayn Rand, Richard Wright, and Marge Piercy are considered. In this course, students will work toward the following objectives: Recognition of the valuable contributions the imaginative minds of authors can make to the improvement of societal values, rules, roles, and behaviors. Recognition of the historical role literature has played in motivating social reform. This course recognizes literature's role in the exploration of the dynamic relationship between social groups and between the individual and society. There will be a continued development of reading, writing, and public-speaking skills. (Thomas College Course Number - EH222)

### **English IV Technical CP**

Prerequisite: English III, and permission of the instructor.

Full year: 1 credit

Recommended year: grade 11

This course emphasizes reading comprehension and analysis of British Literature using adaptive materials when necessary to ensure student progress and success. Special attention is given to the eras of English literature and culture through representative literary works. Writing effectively for a variety of audiences and purposes is a focus with emphasis on clear thesis statements, organizing and developing ideas, and revising and editing. Technology is integrated with a variety of expectations, which may include online submission of assignments and multi-media presentations.

### **English IV CP**

Prerequisite: English III

Full year: 1 credit

Recommended year: grade 12

This course stresses preparation for college level literacy in reading, writing, class discussion, oral interpretation, and group presentations. Students learn the six eras of English literature and culture through representative novels, short stories, poetry, drama, and essays. Emphasis is placed on analysis and annotation of texts. Students write effectively for a variety of audiences and purposes with emphasis on the well-constructed literary essay, research paper, business letter, and college resume. Mastery of writing clear thesis statements, organizing and developing ideas, and revising and editing are emphasized. Students are responsible for integrating technology into their projects and presentations. Throughout the year students continue to develop collaborative work strategies and time management skills required for college level study.

### **Advanced Placement English Literature and Composition**

Prerequisite: English III, or Comp I and Comp II, Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

Full year: 1 credit

Recommended year: grade 12

This course is offered for students seeking college English credit **while in their senior year** through the AP program. This is a highly concentrated level of study in effective writing, critical reading, and creative interpretation through individual and group projects. The required work is studied in a seminar setting and demands an attentive analysis of a variety of texts and a range of writing tasks. Students are required to take the College Board AP Literature and Composition exam, which is offered in the spring.

**Intensive English I CP, English I CP, English I Honors, Intensive English II CP, English II CP, English II Honors, English III Technical CP, English III CP, College Composition I + II, College Introduction to Literature, College Literature and Society, Advanced Placement English Language and Composition, English IV Technical CP, English IV CP, and Advanced Placement English Literature and Composition provide students with the opportunity to demonstrate proficiency in the following English Language Arts Graduation Standards:**

1. Reading Comprehension
2. Reading Interpretation
3. Writing Arguments
4. Writing Informative and Narrative Texts
5. Writing Process
6. Writing Research
7. Speaking and Listening Discussion
8. Speaking and Listening Presentation

## **Interpretive Communication - American Sign Language**

One semester: 1/2 credit

Recommended year: grades 10-12

The focus of this course is an introduction to American Sign Language (ASL). ASL grammar, development of a signing environment, and a cross-culture communication is stressed. Active participation in vocabulary acquisition and basic conversation is expected. Opportunities for experiences in the deaf community are offered when available. An effort is made to provide awareness of career opportunities in the fields of ASL interpreting and advocacy for the deaf community. Researching and reporting on some topics related to the history and use of ASL or aspects of deaf culture is expected.

**Interpretive Communication provides students with the opportunity to demonstrate proficiency in the following World Language Graduation Standards:**

**Interpersonal Communication  
Interpretive Communication  
Presentational Communication  
Comparison of Practices, Products and Perspectives  
Communities**

## **Creative Writing**

One semester: 1/2 credit

Recommended year: grades 10-12

Through the process of draft writing, proofreading, editing, and peer-editing, students will work to develop their skills as writers and create a body of polished work in a variety of genres including poetry, short story, non-fiction, memoir, and play-writing. Students will spend a portion of the class analyzing short works from a variety of authors in order to gain inspiration and improve their craft. Assignments target such skills as creating a purpose, introducing conflict, developing a character, setting a mood, and establishing a voice. The class is conducted in a seminar format in which the involvement of each student is crucial to the group.

**Creative Writing provides students with the opportunity to demonstrate proficiency in the following English Language Arts Graduation Standards:**

**5. Writing Process**

**SAT Prep**

One semester: ½ credit

Recommended year: grades 10-12

Students in this class will learn proven SAT testing strategies and vocabulary, as well as the format, scoring, and content of the test. Most importantly, the course involves going over a large amount of practice SAT material, which will predict and maximize student scores. Students will use the SAT Online Course. The class will help any student prepare for the SAT and improve their test score.

Description # 4  
MVHS Pos  
Math Section

## MATHEMATICS

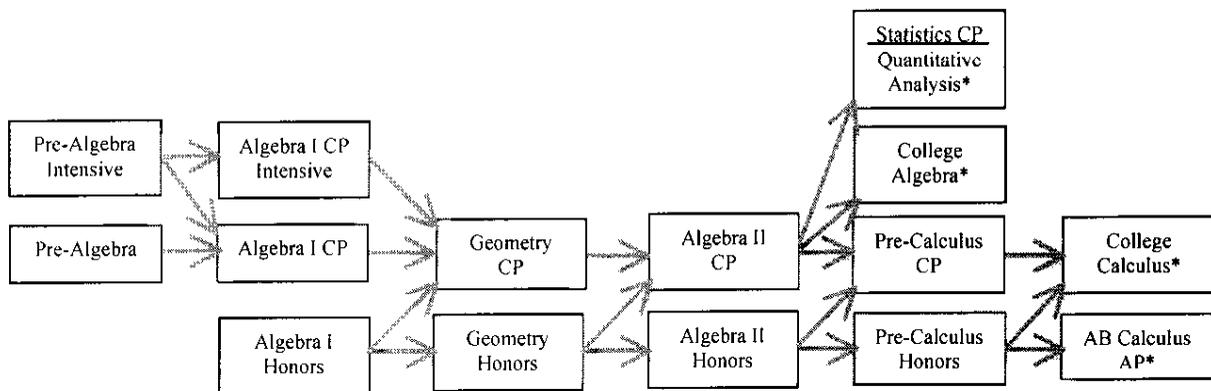
Critical thinking, analyzing, reasoning, problem solving, modeling, and communication are essential skills that are developed through the study of mathematics at the secondary level. Whether plans for the future lead toward a four-year college, a two-year college, or directly to the world of work, a strong foundation in mathematics is crucial to achieving these goals. Students are encouraged to take challenging math classes to expand their understanding of this important subject area. Students are required to complete four credits of math. For additional information on the mathematics CCSS please visit the following website: <http://www.corestandards.org/math>

Starting with the graduating class of 2018 all students must demonstrate proficiency in the following Mathematics Graduation Standards:

1. Number and Quantity
2. Algebra
3. Functions
4. Geometry
5. Statistics & Probability

For additional information on the Mathematics Graduation Standards please visit the following website: <http://www.maine.gov/doe/proficiency/standards/mathematics.pdf>

Math Flow Chart



\*Denotes Thomas College Dual Enrollment course.

### **Intensive Pre-Algebra**

Full year: 2 credits (one math credit and one elective credit)

Recommended year: grade 9

Intensive Pre-Algebra will meet every day for a whole period. The course will provide an intensive focus on a variety of skills that will prepare and reinforce needed skills for progression to Algebra I, Geometry, and Algebra II. Organization and study skills will be stressed. All assignments are completed during class time. Math topics will include: tools for Algebra and Geometry, integers, one-step equations and inequalities, factors and fractions, addition and subtraction of rationals, multiplication and division of rationals, multi-step equations and inequalities, functions and graphing, ratio, proportion and percent, statistics and probability, applied geometry and right triangles.

### **Pre-Algebra**

Full year: 1 credit

Recommended year: grade 9

Pre-Algebra is an integrated math that prepares students to continue to Algebra I, Geometry, Algebra II, and/or Precalculus. Math topics will include: tools for Algebra and Geometry, integers, one-step equations and inequalities, factors and fractions, addition and subtraction of rationals, multiplication and division of rationals, multi-step equations and inequalities, functions and graphing, ratio, proportion and percent, statistics and probability, applied geometry and right triangles.

### **Intensive Algebra I CP**

Full year: 2 credits (one math credit, one elective credit)

Recommended year: grade 10

Intensive Pre-Algebra will meet every day for a whole period. The course will provide an intensive focus on a variety of skills that will prepare and reinforce needed skills for progression to Algebra II and Geometry. Organizational and study skills will be stressed. All assignments are completed during class. Math topics will include: expressions, equations, and functions, rational numbers, solving linear equations, proportional reasoning, relations and functions, linear equations and inequalities, polynomials, factoring, quadratic and exponential functions, rational expressions and equations, radical expressions and equations, probability and statistics.

### **Algebra I CP**

Full year: 1 credit

Recommended year: grade 9 or 10

Algebra I is the foundation in the mathematics program that leads to Geometry, Algebra II, Precalculus and Calculus. Math topics will include: expressions, equations, and functions, rational numbers, solving linear equations, proportional reasoning, relations and functions, linear equations and inequalities, polynomials, factoring, quadratic and exponential functions, rational expressions and equations, radical expressions and equations, probability and statistics.

## **Algebra I Honors**

Full year: 1 credit

Recommended year: grade 9

Honors Algebra is a more rigorous program that provides students the opportunity to better prepare for advanced study in mathematics. Math topics will include: expressions, equations, and functions, rational numbers, solving linear equations, proportional reasoning, relations and functions, linear equations and inequalities, polynomials, factoring, quadratic and exponential functions, rational expressions and equations, radical expressions and equations, probability and statistics.

**Intensive Pre-Algebra, Pre-Algebra, Intensive Algebra I CP, Algebra I CP, and Algebra I Honors provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards:**

1. Number and Quantity
2. Algebra
3. Functions

## **Geometry CP**

Prerequisite: Algebra I

Full year: 1 credit

Recommended year: grade 10 or 11

Math topics include: points, lines, planes, and angles, reasoning and proof, perpendicular and parallel lines, triangles and quadrilaterals, proportion and similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry and transformations.

## **Geometry Honors**

Prerequisite: Algebra I

Full year: 1 credit

Recommended year: grade 9 or 10

Honors curriculum is a rigorous course that prepares students for advanced math study. Math topics include: points, lines, planes, and angles, reasoning and proof, perpendicular and parallel lines, triangles and quadrilaterals, proportion and similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry and transformations.

**Geometry CP and Geometry Honors provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduations Standards:**

4. Geometry

## **Algebra II CP**

Prerequisite: Algebra I

Full year: 1 credit

Recommended year: grade 11

Topics include: Equations and inequalities, linear relations and functions, systems of linear equations and inequalities, matrices, polynomials and radical expressions, quadratic functions and inequalities, polynomial functions, rational functions, conics, logarithmic functions, sequences and series, and probability

## **Algebra II Honors**

Prerequisite: Algebra I

Full year: 1 credit

Recommended year: grade 11

Honors curriculum is a more rigorous program that exceeds the standards providing the opportunity for students to complete advanced study. Topics include: equations and inequalities, linear relations and functions, systems of linear equations and inequalities, matrices, polynomials and radical expressions, quadratic functions and inequalities, polynomial functions, rational functions, conics, logarithmic functions, sequences and series, and probability

**Algebra II, and Algebra II Honors provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards:**

- 1. Number and Quantity**
- 2. Algebra**
- 3. Functions**
- 5. Statistics & Probability**

## **Elementary Algebraic Models in Our World – MAT 103**

Prerequisite: Student must be a member of the Bridge Program

Full year: 1 MVHS credit, and 3 University of Maine credits

Recommended year: grade 11. Grade 12 for students graduating in 2015

This course serves as an introduction to the applications of algebra with a focus on data analysis and model building. Topics include graphs, algebraic equations and functions. Primary attention will be given to using linear, quadratic and exponential functions to represent and interpret real world applications. Satisfies the University of Maine General Education Mathematics Requirement.

## **College Algebra-Dual Enrollment**

Prerequisite: Algebra II, Junior or Senior Status, 2.5 CGPA, and permission of the instructor

Full year: 1 MVHS credit, and 3 Thomas credits

Recommended year: grade 12

This course will place a focus on traditional problem-solving methods in mathematics. Students will be asked to solve problems modeled by various functions including linear, quadratic, absolute value, polynomial, exponential, and logarithmic. Attention will be paid, throughout this course, to real-world applications from a broad range of disciplines such as the physical sciences engineering, business, economics, social sciences, life sciences, health sciences, sports, and other areas of student interest. (Thomas College Course Number - MS197)

**College Algebra provides students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards:**

- 1. Number and Quantity**
- 2. Algebra**
- 3. Functions**
- 5. Statistics**

## **Pre-Calculus CP**

Prerequisite: Algebra II

Full year: 1 credit

Recommended year: grade 11-12

Pre-Calculus is the fourth course in the mathematics program that leads to Calculus.

Topics include: probability, exponential and logarithmic functions, statistics, sequences and series, trigonometric functions, graphs of trigonometric functions, trigonometric identities and equations

## **Pre-Calculus Honors**

Prerequisite: Algebra II, 2.5 CGPA, and permission of the instructor

Full year: 1 credit

Recommended year: grade 11-12

Honors curriculum is a more rigorous program that exceeds the standards, providing the opportunity for students to complete advanced study.

**Pre-Calculus CP and Pre-Calculus Honors provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards\***

1. Number and Quantity
2. Algebra
3. Functions
4. Statistics & Probability

\* Prior to taking Pre-Calculus or Pre-Calculus Honors, it is assumed the student has met all of the Mathematics Standards necessary for graduation.

## **Statistics and Probability CP**

Prerequisite: Algebra II or Administrative Permission

One semester: 1/2 credit

Recommended year: grade 12

Topics include: Summarizing data, mean, median, and mode; range, variance, and standard deviation, box plots and stem-and-leaf plots and other histograms, frequency distributions and types of data (measurement and categorical variables). Probability models are explored, including probability, conditional probability, independence, samples and populations, random samples, the standard normal curve, and Z scores.

**Statistics and Probability CP provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards**

5. Statistics & Probability

## **Foundations of Quantitative Analysis: Mathematics, Research, and Applications**

Prerequisites: Algebra II, or Administrative Permission

One semester: 1/2 credit

Recommended year: grade 12

This project-based course asks students to review fractions, percentages, decimals, word problems, linear functions (creating, graphing, and interpreting) and other mathematical concepts typically encountered in everyday life. Students will also apply basic concepts of algebra in the context of spreadsheet modeling. Most problems will require students to obtain real data from Internet sources and to use that data to address real applied problems from business and science. Students will use the spreadsheet app Numbers as the primary vehicle of analysis with students verifying some elements of their solutions using hand calculations and others using alternative spreadsheet models. Students will be expected to create and deliver presentations of their work using PowerPoint.

## **College Foundations of Quantitative Analysis: Mathematics, Research, and Applications – Dual Enrollment**

Prerequisites: Algebra II, Junior or Senior Status, 2.5 CGPA, and permission of the instructor

One semester: 1/2 MVHS credit and 3 Thomas College credits.

Recommended year: grade 12

This project-based course asks students to review fractions, percentages, decimals, word problems, linear functions (creating, graphing, and interpreting) and other mathematical concepts typically encountered in everyday life. Students will also apply basic concepts of algebra in the context of spreadsheet modeling. Most problems will require students to obtain real data from Internet sources and to use that data to address real applied problems. Students will use Excel as the primary vehicle of analysis with students verifying some elements of their solutions using hand calculations and others using alternative spreadsheet models. Students will be expected to create and deliver presentations of their work using PowerPoint. (Thomas College Course Number - MS197)

*Statistics and Foundations of Quantitative Analysis are designed so that a student can take them together to meet their fourth year math requirement. A student is also permitted to take each class as an elective.*

**Foundations of Quantitative Analysis and College Foundations of Quantitative Analysis provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards:**

2. Algebra
3. Functions

## **College Calculus I – Dual Enrollment**

Prerequisite: Pre-Calculus, Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

Full year: 1 MVHS credit and 3 Thomas College credits

Recommended year: grade 11 -12

This calculus course is designed as a senior math course suited for the student who plans to study a math oriented field in college or who simply enjoys the challenge of a higher level math course. Topics include: functions, graphs and limits, limits and their properties, derivatives, applications of differentiation, integrals, applications of integration. (Thomas College Course Number - MS231)

**Advanced Placement Calculus AB**

Prerequisite: Pre-Calculus, Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

Full year: 1 MVHS credit. There is a three (3) Thomas College credit option

Recommended year: grade 11 -12

Advanced Placement Calculus is designed as a senior math course suited for the student who plans to study a math oriented field in college or who simply enjoys the challenge of a higher level math course. Students are required to take the AP exam offered in the spring.

Topics include: functions, graphs and limits, limits and their properties, derivatives, applications of differentiation, integrals, applications of integration. This course has a dual enrollment option.

## Description # 5

Student Council  
Track  
Club Football

National Honor Society  
In-door Track  
Diversity Club

### E-Mail Addresses/Telephone Numbers/Website

To improve parent/teacher communication, any staff member and/or administrator can be reached via e-mail by using this generic address: (all lower case) `firstname_lastname@msad40.org`  
Parents are encouraged to provide their students' teacher with either their home or work e-mail addresses.

Main Office: (207) 832-5389

Guidance Office: (207) 832-7270

Health Office: (207) 832-5566

Fax: (207) 832-2280

MVHS- Website: <http://msad40.org/schools/mvhs>

### Infinite Campus

Students and parents using Infinite Campus may access attendance, academic progress, and lunch balances. Please contact the MVHS main office regarding your password.

### PAT (Panther Advisory Teams)

The purpose of PAT is to create a supportive learning environment that:

- Encourages students to be effective communicators
- Promotes each student's feeling of connectedness within his/her school and community

Each student will be part of a small group, which will meet with an adult leader daily. The intended outcomes of this program are to:

- Model and encourage effective, respectful communication
- Promote tolerance and appreciation of individual differences
- Promote involvement of students in various aspects of the school community
- Increase awareness of advisees' academic performance and connect students to appropriate resources.
- Assist students with setting academic standards for themselves and helping to assess their performances.

### \* REP (Recover and Excel Period)

REP is a Response to Intervention system introduced new this 2014-2015 school year. The purpose of REP is to create a school-wide structure for efficiently allocating resources to improve student academic outcomes and to enrich their overall academic experience. Its goal is to "prevent academic failure, ensure student success, identify academic and behavioral problems, and properly deal with those problems. Any student who is struggling to succeed deserves effective interventions, and REP/RTI offers more communication and consistency among a student's teachers" ([maine.gov/doe/rti/](http://maine.gov/doe/rti/)).

#### Student REP Guidelines:

- All students must be in possession of their iPad **before** the start of period 1.
- Students on restricted iPad access must visit library to check out their devices **before** the start of period 1.
- Students check their edYOUsche app **before** Period 1 to see which teacher may have tagged them and where they need to be during REP.
- Students must bring all materials that sending teachers requested in tag detail.
- Passes will not be allowed to any area of the school. (It is strongly recommended students use the restrooms before REP begins.)
- If students are not tagged for the day, then they attend their assigned study hall.
- If tagged students do not attend their assigned classroom they will be referred to administration.
- Headphones/Music are not allowed during this time.
- Ipad are for **academic use only**.

Students in violation of the REP Guidelines will be referred to administration for consequences that may include, but are not limited to:

1. Verbal warning
2. Phone call to a parent/guardian
3. Office Detention(s)
4. Electronic Device/Cell Phone/I pad Confiscated

Or

5. A combination of all of the above

### **School Messenger**

School Messenger is an on demand notification system used by the Medomak Valley administration to inform parents if their student is absent, school cancellation, an early dismissal, an emergency situation, or some other important school announcement. The messages can be sent via phone, text, or email. **At the beginning of each school year, students and parents will be provided forms to sign up for this service.**

### **Senior Privileges**

Seniors are recognized as the leaders of the school and as such they have earned the opportunity to negotiate with administration for special privileges. Senior officers meet with the high school administration and develop a proposal to submit to the School Board requesting the privileges (i.e. late arrival/early dismissal) they would like. The parameters governing those privileges, and the consequences for abusing the privileges, will be outlined in the proposal.

### **Student Records**

An accurate cumulative student record shall be maintained for every student enrolled in RSU 40/MSAD 40. A student record is any information or data recorded in any medium that is collected and stored by the school for educational purposes. The student record shall include, but not be limited to, the following:

1. Health records
2. Registration information
3. Emergency information
4. Evaluation results by school personnel and/or outside agencies
5. Samples of work reports of teachers
6. Special Education, (IEP)
7. Test results
8. Progress reports or grades

The Family Educational Rights and Privacy Act (**FERPA**) requires the school to allow parents and students 18 years and older to:

1. Review and inspect the student's school records, and
2. Challenge the student's school record in a hearing, if they feel the records are misleading or inaccurate.

School administrators must:

1. Notify parents and students 18 years or older of their rights under the law, and
2. Obtain written permission from parents or students 18 years or older before revealing records to persons other than officials of the high school and officials in schools in which a student seeks to enroll. Records may also be released without written permission to federal, state, and local authorities performing duties authorized by statutes, financial aid officers, and to persons in accordance with a court order or subpoena.

### **Directory Information**

Directory information relating to a student includes the following: the student's name, town, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

FERPA and "No Child Left Behind" Act allow such information to be publicly disseminated by school. It is the policy of RSU 40/MSAD 40 not to disseminate such information as a complete list. In addition, parents or the student (if over 18 years of age) may request that no directory information be given out under any circumstances.

Description #6



Medomak Valley High School  
Learning Habits

Student Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Class: \_\_\_\_\_

I am respectful through _____ appropriate language _____ a positive attitude _____ appropriate use of technology _____ general civility	I show effort through _____ engagement _____ perseverance	I am prepared by _____ attending regularly _____ being punctual _____ managing time by _____ meeting deadlines
<b>4 Exemplary</b> I consistently meet the required Learning Habits.	<b>3 Acceptable</b> Most of the time I meet the required Learning Habits.	<b>2 Needs Improvement</b> Some of the time I meet the required Learning Habits.
		<b>1 Rarely</b> Rarely do I meet the Learning Habits.

Goal for the next rating period: \_\_\_\_\_

Teacher Feedback: \_\_\_\_\_

Description #7

## RSU 40

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## Long Range Plan Consolidated

## Goal # 6 Build leadership to lead Proficiency Based Education among teachers and administration

Strategy # 6.1 Continue Professional Learning Communities within our schools and across our district for teachers and administration; along with external learning opportunities to support Proficiency Based Education

Action	Responsibility	Timeline Start/End	Resources Human Material Fiscal
Continue to develop teacher leaders K-12 (coaches, content/instructional "experts", leadership team) and "Professional Capital"	Teachers, Special Education, Content (Literacy/Mathematics) Coaches,	September 2013- on-going	Use PLC, staff meetings, early release time, grade level and staff development time to cultivate and empower teacher leadership
Provide graduate level course to support teachers with the implementation of Maine Comprehensive Literacy Partnership	Teachers (General & Special Ed. and all new hires), Literacy Coaches, University of Maine staff	September 2013- on-going	Teachers (General & Special Ed.), Literacy Coaches, University of Maine staff
Provide graduate level course to support teachers with the implementation of Maine Comprehensive Literacy Partnership	K-8 Principals, DOI, Special Education and University of Maine	October 2013- May 2014	K-8 Principals, DOI, Special Education and University of Maine
Use the PLC model to support learning and leadership of Proficiency Based Education	K-12 teacher/administration, DOI, Special Education	September 2013- on-going	Early Release time is needed two half day a month for 2014-15 to support focused PLC time
Access external consulting/learning offerings (Great Schools Partnership, Mid-Coast Regional Schools, RSU40/MCCL, Maine Math Science Alliance, MDOE) to support Proficiency Based Education	K-12 teacher/administration,	September 2013- on-going	

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needs.	DOI, Special Education		All professional develop funds will be used to support these needs
<p><b>Evaluation: 6.1</b> Teacher leadership will continue to increase.          Teachers and Administrators will have the knowledge and skills to implement and support the MCLP model.          All schools will be using the PLC model to support their practice (Proficiency Based Education and MCLP).          All learning opportunities and resources decisions will be made to support the district initiatives (Proficiency Based Education and MCLP).</p>			

## RSU 40 Long Range Plan Consolidated

### Goal # 6 Build leadership to lead Proficiency Based Education among teachers and administration

Strategy # 6.2 Develop a system of multiple pathways for student learning and demonstration of proficiency.

Actions	Responsibility	Timeline Start/End	Resources Human Material Fiscal
<p>Students' have choice of multiple pathways (Community based learning, seminars, technology based learning, Flipped classroom concept, Bridges Program, Dual enrolment in college classes) to move through learning progressions in all content areas to meet personal learning plans goals</p> <p>Develop systems to monitor progress within the learning progression in all content areas</p> <p>Provide direction, common time and resources to develop learning experiences to the measurement topics and learning targets with the learning progressions in all content areas</p> <p>Create opportunities for parents to observe, view</p>	<p>Teachers, students, parents, administration, DOI</p> <p>Teachers, administration, DOI</p> <p>Administration, DOI</p> <p>Administration, Teachers, Students</p>	<p>Fall 2013 and ongoing throughout the school year</p> <p>Fall 2013 and ongoing throughout the school year</p> <p>Fall 2013 and ongoing throughout the school year</p> <p>Spring 2014 and ongoing</p>	<p>Aligned resources populated in Educate, Community and College partnerships</p> <p>Tracking software, Develop learning progression teams</p> <p>Add more Pd and early release time to the calendar for staff, organize teacher schedule to allow more common planning time</p> <p>Create online videos, student exemplars for parents/student presentation for parents</p>

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student demonstrations				
<p><b>Evaluation: 6.2</b> Educate is set up to support multiple pathways  Ongoing and updated data is entered in Educate  Profession development calendar reflects needed PD time  Online resources posted for parents and community'</p>				

## RSU 40 Long Range Plan Consolidated

### Goal # 11 Move instructional practice and student performance toward proficiency education.

**Strategy # 11.1** Design Medomak Valley High School programs and assessments to allow students to receive a proficiency based diploma.

Actions	Responsibility	Timeline Start/End	Resources Human Material Fiscal
1. Change Program of Studies to identify the standards covered in each class.	Leadership Team, AC's, Guidance.	10/2013- 1/2014	
2. Visit other schools to review and research their approach to proficiency-based education.	Leadership team, administration	10/2013- 6/2014	
3. Join Great Schools Partnership. Use their coaching model to help guide the process of moving towards a proficiency-based diploma.	Leadership team, administration, faculty	10/2013- 6/2014	Title II grant money
4. Determine which specific standards students will need to meet and to what level in order to earn a proficiency-based diploma.	Departments, Leadership team	10/2013- ongoing	
5. Peer visitation to classrooms where students are using a standards-based	Leadership team, faculty	11/2013- ongoing	
		10/2013- ongoing	Early release, workshop days, department meeting

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## Long Range Plan Consolidated

approach. 6. Develop 2 common assessments per course	Faculty/ Administration	time	
<b>Evaluation: 11.1</b> Proficiency based plan approved by the school board			

## RSU 40 Long Range Plan Consolidated

### Goal # 11 Move instructional practice and student performance toward proficiency education.

Strategy # 11.2 Improve instructional practices to support greater rigor and relevance.

Actions	Responsibility	Timeline Start/End	Resources Human Material Fiscal
Observation and evaluation	Administrators	Fall 2013-Spring 2015	N/A
Marzano's Evaluation Tool	Administrators	Fall 2014	Budget items
On-going professional development and workshops	Administrators	Fall 2013-Spring 2015	Budget Item
EEL-551 Course	K-8 Principals	Fall 2013-Spring 2014	Professional Development in budget
Informal Feedback	Administrators	Fall 2013-Spring 2018	No cost
Continue to be part of MCCCL	District personnel	Fall 2013 - Spring 2018	Dues in Budget
Literacy Coaches	Board of Directors	Fall 2013- Spring 2018	Budget item
Vertical alignment of the curriculum (K-8)	Administrators and Teachers	Spring 2013-Spring 2018	Professional Development time – budget
Peer Observations	Teachers	Winter 2013 - Spring 2018	No cost except training above
<b>Evaluation:</b> 11.2 The above items will be documented and in place.			

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# RSU 40

## Long Range Plan Consolidated

### Goal # 11 Move instructional practice and student performance toward proficiency education.

Strategy # 11.3 Develop personal learning plans regarding post high school graduation plans for all students at Medomak Valley High School.

Actions	Responsibility	Timeline Start/End	Resources Human Material Fiscal
1. Review present graduation plan documents,	Faculty, Guidance Counselors	11/2013-9/2014	
2. Secure and review PLP documents from other schools.	Leadership team, Guidance Counselors	11/2013- 6/2014	
3. Develop template for PLP at MVHS.	Leadership team, faculty	3/2014- 9/2014	
4. Develop and approve a procedure for instituting PLP's at MVHS	Leadership team, administration, faculty		
<b>Evaluation:</b> 11.3 School Board approval of PLP forms and procedure.			

## RSU 40 Long Range Plan Consolidated

### Goal # 11 Move instructional practice and student performance toward proficiency education.

**Strategy # 11.4** Support and encourage the expansion of educational opportunities outside RSU 40 facilities.

Actions	Responsibility	Timeline Start/End	Resources Human Material Fiscal
A. Offer distance learning opportunities via Tanberg Unit (Video Conferencing Unit)	Administrative Team Adult Education Curriculum Committee	Fall 2013 Adult Ed semesters (twice a year)	Additional Tanberg machines in the district would allow meetings between and among schools Other adult education programs through out the State and New England.
B. Develop and evaluate a process for qualifying online learning	Administrative Team	Ongoing	List of online opportunities submitted by staff
C. Create opportunities for students to produce and contribute to local business or charitable organizations) (through the use of the internet) while meeting educational standards across all disciplines	Board of Directors	Ongoing	Adults can meet standards through work, domestic and military experience.
D. Learners are able to meet standards through previous real life experiences	Administrative Team Adult Education	Each students background is evaluated upon intake into the school/program	Students could submit a resume/application to meet standards through work and life.
E. Network with other educational facilities to take advantage of additional programming/learning	Administrative Team	Ongoing	Local high schools and other educational venues.

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## RSU 40 Long Range Plan Consolidated

opportunities.			Committee to create the template
F. Create a template for independent study that meets educational standards	Administrative Team		
<b>Evaluation:</b> 11.4 Documentation of various sorts will be published related to the Action Strategies A – F			

# RSU 40

## Long Range Plan Consolidated

### Goal # 12 Move instructional practice and student performance toward proficiency education.

Strategy # 12.1 Develop building and district budgets that will provide up-to-date instructional materials.

Actions	Responsibility	Timeline Start/End	Resources Human Material Fiscal
Curriculum Decisions on Math Program and Handwriting without Tears	Administrative Team Board of Directors	November 2013 – decision should be made before budget season	
Common Curriculum throughout the District	Administrative Team Director of Instruction	2013-14	
Board Professional Development around the common curriculum and cost to implement programming change	Administrative Team	2013-14	
Staff Professional Development to introduce common curriculum throughout District	Director of Instruction Administrative Team	2013-14	
Budget Decisions on cost of implementing Common Curriculum	Board of Directors	2014-15	
Professional Development to think globally with resources - school-wide and district-wide	Administrative Team	2013-14	
Professional Development to stay up-to-date	Director of Instruction Administrative Team	Ongoing	

RSU 40 Long Range Plan Consolidated

Adopted: January 23, 2014

## RSU 40

### Long Range Plan Consolidated

**Evaluation: 12.1** The district will have a three year plan to allow for implementation of funding to support the acquisition of current instructional materials.

Description #8

**REGIONAL SCHOOL UNIT NO. 40  
MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 40**

Friendship \* Waldoboro \* Warren \* Washington \* Union  
1070 Heald Highway \* PO Box 701 \* Union \* Maine \* 04862  
(207) 785-2277 Fax (207) 785-3119

Michael Cormier, Interim Superintendent  
Kimberly Schroeter, Director of Instruction

Karla Miller, Business Manager  
Karen Etheridge, Director of Special Services

**Board of Directors Meeting  
Thursday, January 23, 2014  
Miller School**

**MINUTES**

**School Board Members:** Erik Amundsen, Guy Bourrie, Theodore Brown, Ann Donaldson, Dana Dow, Danny Jackson, Lynda Letteney (arrived at 6:27 p.m.), Wayne Luce, Margaret Massengale, Sandra O'Farrell, Errol Silvestri, Brooke Simmons (left at 6:35 p.m.), Robert Williams, Dennis Wooster

**Student Representative:** Olivia Ryan, Aaron Smeltzer (Arrived for 7:00 p.m. Public Session)

**Other Present:** Superintendent Cormier, Robert England, Katherine Race. Present and leaving at 6:35 p.m. were Julia Adams, Libbie Winslow, Paul Forest, Krystyna Dzialo (Uniserv Director). Arriving for Public Session at 7:00 p.m.: Matthew Lash, Julia Levensaler, Justin Kangas, Casey Lufkin, Karla Miller, Susan Taylor, Linda Trenholm, Harold Wilson, Christina Wotton.

- I. The meeting was called to order by School Board Chair, Danny Jackson, at 5:15 pm**
- a. Pledge of Allegiance
  - b. Declaration of Quorum Present: 799 Absent: 128
  - c. Note Absences – Sean Donaghy
  - d. Adjustments to the Agenda

**II. Executive Session 1 MRSA 405 (6) E to consult with Legal Counsel**

Motion to Enter into Executive Session: Dennis Wooster Second: Maggie Massengale  
**Vote: 799 – 0**  
Time In: 5:19 p.m. Time Out: 5:35 p.m.

**III. Executive Session 1 MRSA 405 (6) A to hear a personnel matter**

Motion to Enter into Executive Session: Dennis Wooster Second: Maggie Massengale  
**Vote: 799 – 0**  
Time In: 5:37 p.m. Time Out: 6:23 p.m.

Action as a result of Executive Session: Sandra O'Farrell moved and Maggie Massengale seconded that the Board deny the grievance discussed in Executive Session and to have the Board Chair draft a response to that grievance. **Vote: 799 – 0 – 73 (Lynda Letteney)**

**IV. Board Recess until 7:00 p.m.**

Motion to recess at 6:31 p.m. until 7:00 p.m.: Guy Bourrie Second: Brooke Simmons  
**Vote: 872 – 0**

**The regular board Meeting resumed at 7:01 p.m.****V. Audience with the Public****VI. Approval of Minutes – December 19, 2013**

- a. Motion to approve the Minutes of December 19, 2013: Errol Silvestri  
 Second: Sandra O'Farrell Vote: 706 – 0 – 124 (Ann Donaldson, Maggie Massengale, Dennis Wooster)

**VII. Superintendent and/or Chair Reports**

- a. Superintendent's Report
  - i. Adjustments to the Agenda – addition of retirements and resignations
- b. Board Chair's Report
  - i. Board Members need to remember to let others know if they can't make a meeting.
  - ii. On January 13, the National Honor Society held an induction ceremony. There were 16 students inducted. Our student board reps Olivia Ryan, Aaron Smeltzer, and JP Loblely were three of those inducted.
  - iii. I would like to congratulate the MVHS Cheerleaders on being runner-up at the KVAC Championships.
  - iv. Former MVHS student Nathaniel Meade set the UMO Triple Jump Record at Colby College on January 18<sup>th</sup>.
  - v. I want to congratulate MVHS Senior Cyril Miller on setting the all-time MVHS pin record.
- c. Business Manager's Report
  - i. Report as written
  - ii. Budget Timeline - Meetings will be held on Mondays from 7:00 – 9:00
  - iii. Account Transfer for Gifted and Talented
    1. Motion to Transfer funds is not required as Gifted and Talented and the Pre-Kindergarten money are both part of the Regular Instruction Article.
  - iv. QZAB Funding Application Authorization
    1. Motion to authorize the administration to proceed with securing QZAB financing for the remainder of the Siemens Project of \$685,667 by: Sandra O'Farrell Second: Maggie Massengale  
 Vote: 830 – 0
- d. Student Representative(s) Report
  - i. The student council is preparing for this year's upcoming winter Carnival week. They are planning school wide games and activities for this annual event, as well as dress up days.

- ii. The National Honor Society has recently inducted this year's new members including: Shania Melvin, Jordan Moore, Alexa Genthner, Hannah Marks, Bailey McCaffery, Halie Haskins, Tristan Look, Gavin Felch, Clarence Porter, JP Loble, Meredith Laliberte, Christiane Wadsworth, Kaitlyn Hanson, Hannah Heald, and Aaron and myself.
- iii. The NHS Is Gathering members to attend the state conference at Orono on March 7th. They will be participating in the state service project to raise money for the make a wish foundation and are also working on initiating a global service for cancer research as part of the Stanford folding at home project.
- iv. In sports, the varsity cheerleading team competed at their KVAC's in Augusta on Monday, January 20<sup>th</sup>, placing second in class B. This Saturday they compete at Regionals, and their state competition is February 8<sup>th</sup>. Both events will be held at the Augusta Civic Center. As of now, the boys' varsity basketball team holds a record of 6 and 6 and the girls stand strong with a record of 9 and 3. Both teams play Maranacook tomorrow night, girls are home while the boys are away.

## VIII. Presentations

### IX. Reports from Schools

- a. Julia Levensaler – As written
- b. Christina Wotton – As written
- c. Kat Race – As written
- d. Linda Trenholm – As written
- e. Susan Taylor – As written
- f. Karen Etheridge – As written
- g. Harold Wilson – As written
- h. Justin Kangas – As written
- i. Matt Lash – Athletic Department
  - i. MMS Hosts the Busline Cheer Championship Jan 29 at 5:00
  - ii. MMS Winter Sports Awards Feb 4 6:30
  - iii. MVHS Wrestling team is having a very successful season, having been at or above .500 all season. Best season in several years. Have beaten several top KVAC programs in dual meets.
  - iv. The question, "Why is the National Anthem played before the Varsity game and not before the JV game?" was asked. Several theories were discussed but the question will be looked into.

### X. Educational Issues

### XI. Action Items

- a. Motion to adopt the Long Range Plan, Timeline and Appendices as presented:  
Ann Donaldson                      Second: Sandra O'Farrell                      Vote: 830 – 0
- b. Motion to approve a Race Against Bullying by the Anti-Bullying Committee as presented: Sandra O'Farrell                      Second: Wayne Luce                      Vote: 830 – 0
- c. Motion to approve the MMS 8<sup>th</sup> Grade Class Trip to Boston: Ann Donaldson  
Second: Maggie Massengale                      Vote: 830 – 0

It was noted that there is a provision for students who can't afford to pay.

- d. Motion to take the policies as a group instead of individually: Guy Bourrie  
Second: Maggie Massengale Vote: 830 – 0
- e. Motion to approve the following policies for first reading: Guy Bourrie  
Second: Maggie Massengale Vote: 830 – 0
  - i. JJIAA Private School Students – Access to Public School
  - ii. JJ-R Co-Curricular and Extra-Curricular Program Cancellation
  - iii. ACAD Hazing
  - iv. BBBE Term of Office Vacancies
  - v. BEC Executive Sessions
  - vi. BEDI News Media Services at Board Meetings
  - vii. CBI Evaluation of the Superintendent
  - viii. DIN Scholarship Trust Funds
  - ix. EEAEA Bus Driver Requirements, Training and Responsibilities
  - x. EEAECE Student Conduct Report
  - xi. EEAECE Student Conduct on Buses
- f. Motion to approve the following policies to delete for a first reading: Guy Bourrie  
Second: Sandra O'Farrell Vote: 830 – 0
  - i. JJIAA Private School Students – Access to Public School
- g. Motion to recognize Medomak Youth Football Program as Club Status: Lynda Letteney  
Second: Maggie Massengale  
Vote: 757 – 73 (Danny Jackson) – 0

## **XII. Committee Reports**

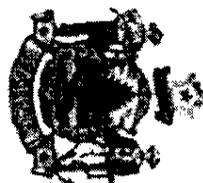
- a. Personnel Committee – January 29<sup>th</sup> @ 6:30 p.m. – MMS
- b. Curriculum Committee – January 8<sup>th</sup> @ 7:00 p.m. – MMS
- c. Facilities & Transportation Committee – January 27<sup>th</sup> @ 4:00 p.m. – Central Office
- d. Finance Committee – February 18<sup>th</sup> @ 5:00 p.m. – Central Office
- e. Negotiations Committee – January 28<sup>th</sup> @ 5:00 p.m. – Central Office
- f. Policy Committee – February 12<sup>th</sup> @ 5:00 p.m. – MMS
- g. Region 8 Committee – February 26<sup>th</sup> @ 7:00 p.m. – MCST
- h. Technology Committee – MMS
- i. Many Flags Committee – February 13<sup>th</sup> @ 6:30 p.m. – Rockland – Main St.
- j. Anti-Bullying Committee

## **XIII. Other Items/Adjournment – 7:41 p.m.**

All meetings of the Board, except executive sessions, will be open to the public. All actions of the Board will be taken openly and the deliberations leading to Board action will likewise be conducted openly. The public and district employees are encouraged to attend Board meetings. A time of up to thirty minutes in duration for comments by visitors at Board meetings will be scheduled at the beginning of the Board's agenda. Board committee meetings are open to the public. Public input is welcomed but the Board Chair may need to limit discussion.

*Description #9*

STATE OF MAINE  
DEPARTMENT OF EDUCATION



*Certificate of School Approval*

*This certifies that*

**Medomak Valley High School**

*located in Waldoboro, Maine, is approved*

*for the period September 01, 2012 to August 31, 2015.*

*This certificate approves the above named school for attendance purposes  
for the period specified in accordance with the statutes  
and regulations of the State of Maine*

*Edwin N. Kastuck*

Edwin N. Kastuck, Ph.D.  
School Approval Specialist

Stephan L. Bowen, Commissioner  
Department of Education

Maine Department of Education

*1930's crisis with teachers*

Home → Center for Best Practice → Resources → Proficiency-Based Learning FAQ

# Proficiency-Based Learning Frequently Asked Questions

## List of Questions

- What is learner-centered education?
- What is proficiency-based education?
- How does proficiency-based education change the awarding of diplomas?
- How will colleges react to this new system? Will students be at a disadvantage?
- What is the relationship between proficiency and a standard?
- What are the benefits of proficiency-based education for students, districts and parents?
- If students can retake assessments to demonstrate proficiency, how will they learn to meet deadlines?
- Is shifting to proficiency-based education mandatory?
- What is the role of parents in the implementation of proficiency-based education in their children's school?
- How does proficiency-based learning impact teachers?
- Are there costs to school districts as we shift to proficiency-based/learner-centered systems?
- Who can we turn to for help? The state? Other districts? Cooperatives? Others?  
Where can we learn more?

## What is learner-centered education?

In a learner-centered learning system, students are active participants in their own learning, understand what is expected of them and take responsibility for demonstrating how they have met those expectations.

The term learner-centered learning, also known as learner-centered education or personalization, is used in reference to a diverse variety of educational programs, learning experiences, instructional approaches and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations or cultural backgrounds of individual students. A learner-centered system allows students to have a significant voice and choice in guiding their own education.

Learner-centered learning is intended to facilitate the academic success of each student by

first determining the learning needs, interests and aspirations of individual students, and then providing learning experiences that are customized to a greater or lesser extent for each student. The school district sets the standards, ensuring high expectations and rigor, but a learner-centered system allows the student to engage in the question: *how will I demonstrate that I have mastered the standard?* In a learner-centered system, the structures of a school including scheduling, teacher assignment, even transportation allow for flexibility and multiple pathways in issues of instruction and assessment. For example, students may demonstrate achievement of standards via activities outside the school walls or school day such as dual enrollment early college, internships and online courses.

### **What is proficiency-based education?**

The term *proficiency-based learning* refers to systems of instruction, assessment, grading and academic reporting that are based on students demonstrating proficiency of the knowledge and skills they are expected to learn before they are promoted to the next grade level, or receive a high school diploma.

The goal of proficiency-based learning is to ensure that students acquire the knowledge and skills that are deemed to be essential to success in school, higher education, careers and adult life. If students fail to meet expected standards, they typically receive additional instruction, practice time and academic support to help them achieve proficiency, but students do not progress in their education until expected standards are met. These standards include content-specific knowledge and skills as well as cross-curricular skills. Examples of cross-curricular standards include such skills as critical thinking and problem solving as well as dispositions like perseverance and curiosity. In Maine, the passage of statutory language (Public Law 2011, Chapter 669, as enacted by the 125th Legislature in L.D. 1422) places student demonstration of skills and knowledge at the center of instruction, assessment and reporting. It supports student-centered learning and promotes student voice and choice in determining individual pathways to learning and demonstration of skills and knowledge.

### **How does proficiency-based education change the awarding of diplomas?**

In a proficiency-based system, a student is awarded a high school diploma when the student has demonstrated that he or she has achieved proficiency of the *Maine Learning Results* standards.

How a school district implements the awarding of a proficiency-based diploma is a local decision. The district decides the set of graduation standards students must demonstrate, the assessment system that measures student proficiency and the level of proficiency necessary for graduation. Further, the school district develops and adopts policies and procedures for awarding high school diplomas that are consistent with proficiency-based

learning as outlined in Public Law 2011, Chapter 669 (as enacted by the 125th Legislature in L.D. 1422). See Title 20-A, Section 4722-A for details.

### **How will colleges react to this new system? Will students be at a disadvantage?**

For more than 10 years, adopters of proficiency-based systems have approached colleges and universities, asking whether or not a proficiency-based system would disadvantage students. Overwhelmingly, these institutions of higher education have said “no.”

In 2013, the New England Secondary Schools Consortium began approaching colleges, asking them to endorse proficiency-based learning and graduation and to pledge that no student would be disadvantaged because their school has a proficiency-based system. Many have done so (see [www.newenglandssc.org/endorsement](http://www.newenglandssc.org/endorsement)). Colleges and universities accept students from a wide range of educational settings every year, including international students and those who have been home-schooled. In considering students, admissions officers look at a variety of transcript styles to determine admissions.

### **What is the relationship between proficiency and a standard?**

In Maine, a *standard* is a description of skill or knowledge deemed essential. *Proficiency* describes the targeted level of achievement of a particular standard? how well does a student need to know something or be able to demonstrate a skill? Achieving proficiency is synonymous with “meeting the standard.”

### **What are the benefits of proficiency-based education for students, districts and parents?**

Evidence from school districts around the country (such as Lindsay, Calif., and the Adams 50 district in Colorado) indicates that the adoption of proficiency-based practices leads to increased student achievement. Students report that they understand academic expectations more clearly and can identify their own strengths and weaknesses in relation to those expectations. Students are better able to connect what they are doing in a classroom activity or assignment to the acquisition of skills and knowledge. Qualitative data from within Maine suggests the same outcome (see the Maine DOE Center for Best Practice - [www.maine.gov/doe/cbp/](http://www.maine.gov/doe/cbp/)).

What educators are seeing in Maine is increased student engagement, increased personalization of instruction and increased targeting of interventions to the specific needs of students. Educators also report that implementation of a proficiency-based system leads to greater collaboration and articulation of curriculum within and across schools, more reflective practice and a greater capacity to respond to the individual needs of students. The reporting system provides parents with more specific information about their child’s growth and achievement. Parents are better able to understand school and grade-level expectations and more thoroughly support their child in achieving those expectations.

### **If students can retake assessments to demonstrate proficiency, how will they learn to meet deadlines?**

It's important to remember that a score or grade is not an award, but a report of achievement. If a student understands a math concept and can demonstrate it, then we must report that *the student understands that concept*. Proficiency-based learning systems commonly identify standards that address aspects of work ethic and behavior. These are generally encompassed in Maine's Guiding Principles, found in the *Maine Learning Results* standards in Department Rule Chapter 132. If we believe that developing such habits as being on time or being organized and prepared for class are important, we should give students specific and timely feedback on these behaviors. It is important that school reporting systems report academic achievement and work habits separately. Additionally, proficiency-based districts develop interventions and sanctions to help students develop work habits like meeting deadlines: behavior interventions, Saturday school, extracurricular eligibility, etc.

### **Is shifting to proficiency-based education mandatory?**

No. What is mandatory is that by 2018, high schools will award diplomas that certify that students who graduate have demonstrated proficiency of the *Maine Learning Results* standards. How schools get students there is determined locally.

### **What is the role of parents in the implementation of proficiency-based education in their children's school?**

Parents are their child's first and most important teachers. A fundamental goal of a proficiency-based system is to give parents better information, which will allow them to engage in their child's education at a deeper, more informed level. In a proficiency-based system, conversations between a parent and child are not focused on the perennial question, "Have you done your homework?" Parents are regularly informed and have access to such information as how well their child is progressing, for example, as an effective writer or in his/her ability to solve multi-step equations.

### **How does proficiency-based learning impact teachers?**

The shift to a proficiency-based system will provide teachers with the information and structures they need to address the individual needs of their students. The following videos provide insight into these Maine teachers' experiences:

- Shelly Moody and Valerie Glueck, of Williams Elementary in Oakland
- Kirby Reardon and Elizabeth Firnkes, of the James H. Bean School in Sidney

### **Are there costs to school districts as we shift to proficiency-based/learner-centered systems?**

While there are no additional or new costs in developing a proficiency-based learning system, the shift often requires a redeployment/reevaluation of how funds are expended. Districts shifting to a proficiency-based system dedicate time to professional development to support changes in instruction and assessment practices. Likewise, many districts evaluate their RTI system so that the interventions are targeted and timely and tied to graduation standards and performance indicators.

**Who can we turn to for help? The state? Other districts? Cooperatives? Others?  
Where can we learn more?**

The Maine Department of Education has created the web resource, *Getting to Proficiency: Helping Maine Graduate Every Student Prepared*. This page provides technical assistance, resources and guidance for school districts to implement the Proficiency-based Diploma, and to do so in a way that promotes student learning and achievement of the Maine *Learning Results*. At *Getting to Proficiency*, you will find a self-assessment tool that will help you understand your district's specific needs. The site will also provide links to state, regional and national resources that districts and schools can access and use in their implementation of proficiency-based learning.

*This Center for Best Practice is a collaboration between the Maine Department of Education and the Nellie Mae Education Foundation, made possible by the contributions of the Maine schools that share their stories.*

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# MEDOMAK VALLEY HIGH SCHOOL



PROGRAM OF STUDIES  
2015-2016

# Medomak Valley High School

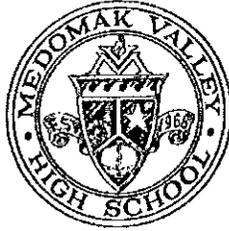
## Program of Studies 2015-2016

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*Medomak Valley  
High School*

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Harold E. Wilson, Principal  
Andrew J. Cavanaugh, Assistant Principal  
Tamra Philbrook, Assistant Principal  
Matthew J. Lash, Athletic Director

February 2015

Dear MVHS Students and Parents,

The *Medomak Valley High School Program of Studies* has been developed to assist you in planning a productive high school program. Each of our academic departments has provided you with course descriptions and information designed to guide you in making appropriate choices. Students are asked to examine the material provided in this document very carefully and to discuss it thoroughly with a parent or guardian, teachers, and guidance staff.

Plans should be made for a continuous, coordinated program extending throughout the four years of high school and leading to the goal of further educational preparation for life as a productive and successful citizen. The academic program of Medomak Valley High School is our major focus, and we have a wide range of course offerings including many enriching electives. Our co-curricular program is varied, allowing students to experience a well-rounded education during their high school years. Each student is encouraged to take advantage of the opportunities offered and we encourage students to become involved both in and out of the classroom.

Questions may arise as you review this document, and we are eager to help you understand our programs. Our counseling staff, department academic coordinators, and administrators are available to answer your questions. A phone call or request for a meeting is always welcome.

We extend our best wishes to you for a wonderful and exciting educational experience at Medomak Valley High School.

Sincerely,

Harold E. Wilson  
Principal

## **MEDOMAK VALLEY HIGH SCHOOL MISSION STATEMENT**

The mission of Medomak Valley High School, through collaboration with the community and home, is to provide a safe environment where students learn the skills to be effective communicators, confident problem-solvers, and involved citizens who embody sound character. Our expectations for student learning are as follows:

**Be a Communicator who:**

- Listens for comprehension.
- Demonstrates an ability to communicate effectively.
- Understands the need to be an effective communicator.

**Be a Problem Solver who:**

- Demonstrates a capacity to understand a problem and uses a variety of methods to solve problems.

**Be an Involved Citizen who:**

- Participates within a community environment and respects community rules.

## **ACCREDITATION STATEMENT**

The New England Association of Schools and Colleges, Inc., accredits Medomak Valley High School. NEASC is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of Medomak Valley's accreditation by the New England Association should be directed to the administrative staff of Medomak Valley High School.

## PROFICIENCY BASED EDUCATION Graduation Diploma Requirements

Starting with the graduating class of 2018, all students must show proficiency in each of the eight content areas of the Maine Learning Results and their guiding principles.

The State of Maine Department of Education strictly adheres to the rule of local control when it comes to determining what evidence is required for a student to prove they have demonstrated proficiency in the eight MLR content areas and their guiding principles. Medomak Valley High School has entered an affiliation with the Great Schools Partnership and together we have outlined the content area graduation standards that must be met in order to receive an MHVS diploma. Below each of the course descriptions we have outlined the content area graduation standards and the level to which they are both taught and learned. For example, in several first year courses students will receive an "I" on the standards transcript indicating they have been introduced to the standard. In more advanced courses students will work with the standards in more detail and will receive a "P" on their transcript indicating they are progressing in the standard. There are a number of courses where the student will be given the opportunity to meet the standard by achieving a passing score on one or more cornerstone assessments, at which point they will receive an "M" on their transcript indicating they have met given the graduation standard.

MVHS has the responsibility of making clear each of the specific content area graduation standards, and guiding principles that must be met in order to receive a Medomak Valley diploma. Moreover students must be provided with *multiple pathways* to demonstrate proficiency in each of the content area standards.

Many of our students will be able to demonstrate proficiency in the required MLR content area standards and their guiding principles by taking a traditional college preparatory course load similar to the one listed on page 10. However, students will also have the opportunity to demonstrate proficiency in ways other than through a traditional high school program. For example, working with a content area certified teacher a student could develop a plan to study how science is used in the manufacturing process. Working side-by-side with a technician in a manufacturing facility, some students would be more likely to develop both an interest and better understanding of both the laws of electricity as well as its many uses. The plan would identify how the student would potentially be able to demonstrate proficiency in one or more of the MVHS science graduation standards. If the student successfully completes the plan, the student would have met the identified graduation standard.

The process of moving towards a proficiency-based diploma is an evolving one and will include some changes to the way all Maine public high schools operate. For example, each member of our high school teaching staff has attended multiple workshops outlining new teaching strategies designed to improve student learning with standards. In addition, the number of years required to complete high school could vary depending on the specific needs of the student. Medomak Valley High School will stay abreast of any new regulations and we will make every effort to ensure that all of our courses are aligned with any required changes and our students receive the best education possible.

## **THE MAINE LEARNING RESULTS PARAMETERS FOR ESSENTIAL INSTRUCTION**

Maine statute requires that schools provide instruction in eight content areas; English Language Arts, Mathematics, Science, Social Studies, World Languages, Visual and Performing Arts, Health Education & Physical Education, and Career & Education Development\*. The Maine Learning Results outline the guiding principles; content areas, content standards and performance indicators that specify what students "should know and be able to do."

For English language arts and mathematics, Maine has incorporated the Common Core State Standards into its Learning Results. In science, Maine is one of 26 states participating in the development of Next Generation Science Standards and will soon incorporate the NGSS standards into the Maine Learning Results.

To review the 2007 Maine Learning Results, Parameters for Essential Instruction, please visit the following website: <http://www.maine.gov/education/standards.html>

*\*Career and Education Development Standards are not intended to promote stand-alone courses. Medomak Valley is in the process of carefully reviewing each career and education standard and performance indicators to ensure our curricula offers every opportunity for students to demonstrate proficiency in this critical content area. For additional information on the Maine Learning Results, Career and Education Development Standards, please visit the following website: [http://www.maine.gov/education/lres/pei/career\\_ed102207.pdf](http://www.maine.gov/education/lres/pei/career_ed102207.pdf)*

### **COMMON CORE STATE STANDARDS**

In an effort to increase the rigor of instruction in our nation's public schools, 43 states including Maine have adopted the internationally recognized Common Core State Standards for Mathematics and English/Language Arts and incorporated them into the Maine Learning Results.

To review the Common Core State Standards Initiative, please visit the following website: <http://www.corestandards>.

### **NEXT GENERATION SCIENCE STANDARDS**

In 2007, a Carnegie Foundation commission of distinguished researchers and public and private leaders concluded that "the nation's capacity to innovate for economic growth and the ability of American workers to thrive in the modern workforce depend on a broad foundation of math and science learning, as do our hopes for preserving a vibrant democracy and the promise of social mobility that lie at the heart of the American dream". However, the U.S. system of science and mathematics education is performing far below par and, if left unattended, will leave millions of young Americans unprepared to succeed in a global economy. Some of the reasons cited for improving our nation's science education include:

- Reduction of the United States' competitive economic edge
- Lagging achievement of U.S. students
- Essential preparation for all careers in the modern workforce
- Scientific and technological literacy for an educated society

For the data that supports the above statements and additional information on the Next Generation Science Standards please visit the following website: <http://www.nextgenscience.org>

Medomak Valley has aligned our science curriculum to reflect both the MLR and the NGSS.

### **GUIDING PRINCIPLES**

The knowledge and skills described in Maine DOE Regulation 132 support Maine students in achieving the goals established in Maine's Guiding Principles. Each student must leave school as:

1. A clear and effective communicator.
2. A self-directed lifelong learner.
3. A creative and practical problem solver
4. A responsible involved citizen.
5. An integrative and informed thinker.

For additional information on Maine's Guiding Principles, please visit the following website: <http://www.maine.gov/education/standards.html>

## **MEDOMAK VALLEY GRADUATION STANDARDS**

MVHS has identified between five and eight graduation standards in each of the MLR's eight content areas for a total of (48) graduation standards. Students graduating in the class of 2018 and beyond will be required to demonstrate proficiency in all 48 of the graduation standards and also earn 24 required credits as determined by the school board. For more information on the how the graduation standards were developed, please visit the following website:

<http://www.maine.gov/doe/proficiency/standards/sample-graduation.html>

### **MVHS MATHEMATICS GRADUATION STANDARDS**

1. Number and Quantity
2. Algebra
3. Functions
4. Geometry
5. Statistics & Probability

### **MVHS ENGLISH LANGUAGE ARTS GRADUATION STANDARDS**

1. Reading Comprehension
2. Reading Interpretation
3. Writing Arguments
4. Writing Informative and Narrative Texts
5. Writing Process
6. Writing Research
7. Speaking and Listening Discussion
8. Speaking and Listening Presentation

### **MVHS SCIENCE GRADUATION STANDARDS**

1. Physical Sciences: Structure/Properties Of Matter, Forces And Interactions
2. Physical Sciences: Energy, Waves, And Electromagnetic Radiation
3. Life Sciences: Structure, Function And Information Processing

- 4. Life Sciences: Matter And Energy In Organisms and Ecosystems
- 5. Life Sciences: Growth, Development, And Reproduction of Organisms, Natural Selection, And Adaptations
- 6. Earth and Space Sciences: Earth, Space And The Universe
- 7. Earth and Space Sciences: Earth Systems
- 8. Engineering, Technology, And Application of Science

**MVHS SOCIAL STUDIES GRADUATION STANDARDS**

- 1. Applications of Social Studies Processes, Knowledge, and Skills
- 2. Civic Engagement
- 3. Civics and Government
- 4. Economics
- 5. Geography
- 6. History

**MVHS WORLD LANGUAGE GRADUATION STANDARDS**

- 1. Interpersonal Communication
- 2. Interpretive Communication
- 3. Presentational Communication
- 4. Comparison of Practices, Products and Perspectives
- 5. Communities

**MVHS VISUAL AND PERFORMING ARTS GRADUATION STANDARDS**

- 1. Disciplinary Literacy
- 2. Creation, Performance, Expression
- 3. Creative Problem Solving
- 4. Aesthetics And Criticism
- 5. Connections

**MVHS HEALTH AND PHYSICAL EDUCATION GRADUATION STANDARDS**

**Health Standards:**

- 1. Health Concepts
- 2. Health Information, Products, And Services
- 3. Health Promotion And Risk Reduction
- 4. Influences On Health
- 5. Advocacy, Decision-Making, and Goal-Setting Skills

**Physical Education Standards:**

- 1. Movement/Motor Skills and Knowledge
- 2. Physical Fitness Activities and Knowledge
- 3. Personal And Social Skills and Knowledge

**MVHS CAREER AND EDUCATION DEVELOPMENT GRADUATION STANDARDS**

- 1. Self-Knowledge and Interpersonal Relationships
- 2. Education, Career and Life Roles
- 3. Making Decisions, Utilizing a Planning Process, Creating Opportunities and Making Meaningful Contributions

## ACADEMIC PLANNING

One of the most important goals for the Medomak Valley High School administration, teachers and guidance counselors is to assist all students in reaching their potential. In order to ensure academic success, it is essential for students to involve parent(s) or a guardian, the guidance counselor, and teachers to help select courses that are of interest and meet graduation requirements.

Students are encouraged to develop a four-year educational plan based on their future goals such as a two or four year college, vocational training, or the military. The purpose of the plan is to link student interests to course selections and to establish a focus and direction while providing flexibility if the student's educational goals change. Parents/Guardians are encouraged to review the plan along with their student and guidance counselor to ensure the student is taking the appropriate courses to meet their stated educational goals.

In ninth grade, students are informed of the graduation requirements, encouraged to enroll in rigorous courses, and the importance of developing and maintaining good study habits. During the tenth grade year, the number of credits earned is reviewed with each student along with academic performance to date. The academic plan is reviewed and updated based on the student's progress. If the student's future educational goals have changed the plan is updated to reflect need changes. During eleventh and twelfth grade, credits earned are reviewed to ensure each student is on track for meeting graduation requirements and for meeting their post-graduation educational goals. Students are encouraged to continue taking rigorous courses throughout their senior year to be prepared for their next step after high school.

Past academic performance and data from standardized tests such as the NWEA, PSAT, and SAT are also helpful in program planning. The guidance counselors are available at the high school for consultation with parents and students. Call 832-7270 if you have questions or if you would like to set up an appointment with a counselor.

### CURRICULUM/LEVELS

The program of studies at Medomak Valley High School offers a comprehensive curriculum of over 100 courses within 7 disciplines. Academics are our primary focus. Therefore, we offer several levels of academic classes to fit the needs of all students. Courses are offered beginning at the college prep technical through the advanced placement and college level.

### COLLEGE PREPARATORY – (TECHNICAL)

Courses taught at the CP technical level are the minimum level of course work that a two-year community college or a technical school will accept for entry directly out of high school.

*What evidence do you have of this.*

### COLLEGE PREPARATORY (CP)

Courses taught at the CP level are designed to prepare students for the rigors of college level work. There is an increasing level of course work including homework and expectations to achieve are at a higher level. Students interested in attending a four-year university or college should take courses at the CP or higher level.

### **HONORS (H)**

This level is offered in the 9th - 12th grade and includes the broadest and deepest level of study combined with a much faster pace. Students are expected to be self-motivated, responsible, and committed to academics. Honors courses come with a weighted grade point average as an incentive and reward to students. This is the preferred level of academics for four-year college / university entrance directly out of high school.

### **DUAL ENROLLMENT (COLLEGE LEVEL)**

Dual enrollment courses are college courses taught on the MVHS campus by MVHS Teachers. These are rigorous courses that require students to be self-motivated and disciplined enough to adhere to dead lines. Dual enrollment courses offer junior and senior level students, with a 2.5 CGPA, and instructor permission the opportunity to earn both high school credit and college credit at the same time. Many of these courses will transfer directly to the student's college of choice, prepare the student for upper level college courses and provide substantial financial savings, as they are often free or the cost is substantially reduced. Dual enrollment courses come with a weighted grade point average as an incentive and reward to students.

### **ADVANCED PLACEMENT (AP)**

AP courses are as demanding as dual enrollment courses and often more so. AP courses are college level courses taught in high school. Both teachers and their curriculum are approved and oversee by the College Board ([www.collegeboard.com](http://www.collegeboard.com)). AP courses are both highly rigorous, and demanding, as they follow a strict curriculum to prepare students to take national exams in May (in the specific subject area). Students must take the AP exam in the subject area in order to have the AP designation on their high school transcript. Students must have a 2.5 CGPA, and instructor permission to enroll.

### **Is it better to take Honors and AP courses, and get average grades, or take College Prep courses and get better grades?**

It is always better to take courses that are appropriately challenging. If the student feels that College Prep classes are challenging and that he/she can achieve A's in these courses, the student should take College Prep classes. However, if the student is willing to work extra hard in Honors Dual Enrollment, and AP courses and can still achieve high grades, the student should challenge him/herself and take them

## GUIDANCE COUNSELORS

### **COUNSELOR**

Ms. Rachelle Hartley  
Ms. Deb Duncan  
Ms. Leanne Young  
Mrs. Linda Anderson

### **STUDENTS SERVED:**

Students A-G  
Students H-P  
Students Q-Z  
School-to-Career Coordinator

## GRADUATION REQUIREMENTS For the class of 2016 and 2017

To graduate from Medomak Valley High School in the class of 2016 and 2017, the student must complete a course of study to acquire a minimum of 24 credits (1 credit equals one year of instruction) that includes successful completion of the following required courses:

English: 4 credits  
Mathematics: 4 credits, including Algebra I  
Social Studies: 3 credits, including World History (1 credit), U.S. History (1 credit), Economics (1/2 credit) and Government (1/2 credit)  
Science: 3 credits, including 1 credit of Freshmen Physical Science, 1 credit in a Life Science w/lab (Biology), 1 credit in a Physical Science with lab (Chemistry or Physics)  
Health: 1/2 credit  
Physical  
Education: 1 credit  
Fine Arts: 1 credit

The above represents 16.5 of the 24 credits necessary to graduate.

## GRADUATION REQUIREMENTS For the class of 2018 and beyond

To graduate from Medomak Valley High School in the class of 2018 and beyond, the student must demonstrate proficiency in all eight content areas of the Maine Learning results and their guiding principles. In addition the student must complete a course of study to acquire a minimum of 24 credits (1 credit equals one year of instruction) that includes successful completion of the following required courses:

English: 4 credits  
Mathematics: 4 credits  
Social Studies: 3 credits, including World History (1 credit), U.S. History (1 credit) and Economics (1/2 credit) and Government (1/2 credit)  
Science: 4 credits, including 1 credit of Freshmen Physical Science, 1 credit in a Life Science w/lab (Biology), 1 credit in a Physical Science with lab (Chemistry or Physics)  
Health: 1/2 credit  
Physical  
Education: 1 credit  
World Language: 2 credits of either CP Spanish or CP French, or 1 credit in one of the following three courses Exploratory French, Exploratory Spanish or Interpretive Communication I+II  
Fine Arts: 1 credit

The above represents 19.5 of the 24 credits necessary to graduate.

*For students with an Individualized Education Plan or 504 Plan, the IEP or 504 Plan will address how diploma requirements will be met.*

*Graduation Policy – Comments about new requirements.*

## **GUIDANCE DEPARTMENT RECOMMENDED FOUR-YEAR PLANS**

We strongly encourage students and their parents to make appointments with guidance counselors to develop four-year plans for coursework. Careful planning will ensure that students enroll in the courses required by two-year colleges, technical schools, employment, and four-year colleges.

### **Sample career pathways available to MVHS students:**

1. Students in the classes of 2016 and 2017 who are interested in pursuing studies at a two-year technical school, a community college and/or interested in pursuing employment should consider a course of study that includes the following college prep classes:

- 4 years English
- 4 years math
- 3 years science including 2 lab sciences
- 3 years social studies

2. Students interested in pursuing studies at a four-year college and being considered for honors programs, should consider a course of study that includes the following college prep classes (Honors, Advanced Placement or Dual Enrollment recommended when available):

- 4 years English
- 4 years math
- 4 years science including 3 lab sciences
- 3-4 years foreign language - 2-year minimum of the same language (taken in consecutive years)
- 4 years social studies

## **PROFICIENCY BASED DIPLOMA – TRADITIONAL PATHWAY**

An example of a traditional course pathway for students to demonstrate proficiency in all eight MLR content area graduation standards, and their guiding principles (for the graduating class of 2018 and beyond):

### **English Language Arts - 4 years**

English I CP, English II CP, English III CP, English IV CP

**World Languages - 2 years (or one year of an exploratory language)** — *or meet intermediate mid?*

French CP I and II or Spanish CP I and II

### **Mathematics – 4 years**

Algebra I CP, Geometry CP, Algebra II CP, Statistics CP\* and Quantitative Analysis CP\*

### **Science – 4 years**

Physical Science CP, Biology CP, Chemistry CP, Physics CP

### **Social Studies – 3 years**

World History CP, U.S. History CP, Government CP\*, Economics CP\*

### **Physical Education 1 year**

Physical Education\*, Lifelong Wellness\*

### **Health – ½ year**

Health\*

### **Visual and Performing Arts - 1 year**

*Various*

\* Indicates a half year course

***ALL STUDENTS MUST CARRY A MINIMUM OF 6 CREDITS IN THEIR SCHEDULES***

## **EARLY COLLEGE OPPORTUNITIES EXTERNAL CREDITS**

The 24 credits required for graduation can include college or external credits earned. In order to provide students with multiple pathways to success in meeting the graduation standards, the principal may award credit for work completed outside the traditional classroom. The student must apply to the principal in advance for approval of any outside college or external credits.

Each of the opportunities listed below requires a separate application and a letter of recommendation from a student's guidance counselor. Other specific requirements are listed for each program. In some cases students are responsible for purchasing books and supplies. Applications can be picked up in guidance.

### **DUAL ENROLLMENT THOMAS COLLEGE**

Medomak Valley High School has entered into a partnership with Thomas College that allows high school juniors and seniors with at least a 2.5 Cumulative Grade Point Average (CGPA) who have permission of the instructor, to enroll in college courses for credit prior to high school graduation. College credits earned through dual enrollment can be simultaneously applied toward high school and college graduation and can be transferred to other colleges or universities. These courses are taken at Medomak Valley High School, taught by MVHS teachers (who have been approved as adjunct Thomas College instructors) and are free. There are no costs for books and no fees. These courses are weighted and figured into the GPA calculation.

### **HIGH SCHOOL ASPIRATIONS TUITION WAIVER PROGRAM UNIVERSITY OF MAINE**

The University of Maine System and the State of Maine designed the High School Aspirations Incentive Program to raise the educational aspirations of Maine students by offering them the opportunity to register for college courses at reduced tuition rates. Currently, UMA and the Department of Education have made it possible for qualifying students to take up to six credits per semester tuition free. There may still be fees and associated book costs that must be paid by the student.

To qualify for the program, students must:

- Be a high school junior or senior
- Be a Maine resident
- Have at least a "B" grade point average, or a written recommendation from high school guidance
- Have permission from their high school or Adult Education program
- If under 18, have the consent of their parents or guardians
- Meet course prerequisites
- Provide recent SAT scores or take the university Accuplacer test

Courses are taught at the University of Maine (Orono), University of Maine (Augusta) and the University College in Rockland. For additional information on the aspirations tuition waiver program please see the following website:

<http://learn.maine.edu/rockland/get-started/high-school-aspirations/>

**ON COURSE FOR COLLEGE**  
**MAINE COMMUNITY COLLEGE SYSTEM**

The On Course for College Program is a fall and spring semester academic enrichment program for qualified high school juniors in their spring term and seniors to enroll in college courses at Central Maine Community College (CMCC). CMCC will waive the cost of tuition; the applicant is responsible for paying only fees and the cost of textbook(s) for the selected course(s). Students are allowed to take one or two courses (3 to 6 credits) per academic year; this program is not available during the summer session. The program is intended to provide students with the opportunity to supplement but not detract from their high school progress. Awarding high school credit for college work is at the discretion of the student's high school. For additional information on the On Course for College Program, please visit the following website:

<http://www.cmcc.edu/FutureStudents/HIGHSCHOOLTOCOLLEGEPARTNERSHIPS.aspx#.UsbomBZRHdk>

**MEDOMAK VALLEY'S ADVANCED PLACEMENT PROGRAM**

Medomak Valley has several options in the College Board Advanced Placement (AP) program. Offerings include AP United States History, AP Microeconomics, AP Macroeconomics, AP Human Geography, AP U.S. Government and Politics, AP English Literature and Composition, AP English Language and Composition, AP Calculus AB, AP Biology, AP Physics, and a variety of online AP classes offered through Virtual High School.

The Advanced Placement program is designed to challenge students beyond the regular secondary level curriculum. Students who take an AP course are required to take the corresponding AP exam in May, and those who score well on these exams may receive college credit for their work. These courses require a strong commitment on the part of the student to work independently outside the classroom, a 2.5 CGPA and the permission of the instructor. For additional information about the College Board's Advanced Placement Program, please visit the following website: <https://apstudent.collegeboard.org/home>

**AP4ALL**

AP4ALL is offered by the Maine Department of Education to provide online Advanced Placement courses free of charge to any student residing in a Maine school administrative unit who is educated at the public expense. By offering AP courses online at no charge, AP4ALL provides equity of access to rigorous and challenging coursework for all Maine public high school students regardless of where they live, or the limits of resources available in their local school. In 2015-16, AP4ALL will be offering 23 online Advanced Placement courses, and registration for those courses will begin in March 2015. For more information about AP4ALL, and specifically about the student registration process, please go to: <http://www.ap4all.org>.

**BRIDGE PROGRAM WITH MIDCOAST SCHOOL OF TECHNOLOGY**

The Bridge Program is a partnership between Medomak Valley High School, Mid Coast School of Technology and the University of Maine, Orono. Accepted students must also be enrolled in a Career and Technical Program of their choice at MCST. There is a cost for the college credits. However, scholarships will be offered through a "needs based" application process.

*In addition to the above listed early college options, there are a number of other early college options available to Maine students. For additional information, please visit the following website: <http://www.maine.gov/doe/earlycollege/programs.html>*

### **INDEPENDENT STUDY-**

Independent study is designed for students who have demonstrated an ability to work independently and who are self-directed and responsible. Interested students need to begin the process by completing an application from the department where the independent study will occur. Once approved by the guidance counselor, the completed application should be submitted to the principal for final approval. **No student may carry more than one independent study per semester. No teacher may supervise more than two independent study students per semester.**

### **TEACHER'S AIDE PROGRAM**

Students who wish to be considered for a teacher's aide position for credit must complete an application developed with the teacher who will sponsor and supervise their work. Only juniors and seniors are eligible to participate in the program. Different criteria are expected in different content areas and are available through each department. The principal must approve all aide applications. **Teachers will be limited to no more than one aide each school year.**

All aide positions will carry a maximum of 1/2 credit for a full year's work. These will be graded on a Pass/Fail basis; the grade does not count toward the GPA, but does count as an elective credit toward graduation requirements.

### **COMMUNITY SERVICE CREDIT**

Students have the option of receiving 1/2 credit for 45 hours of community service (or 1 credit for 90 hours) with prior approval from the Principal.

Community Service includes volunteer work for any non-profit organization or any volunteer work for the disabled or a temporarily ill person. The point of community service is to help an individual or an organization that needs the help or who physically cannot do the task.

Examples of Community Service:

- Volunteering at a local soup kitchen.
- Volunteer at a local hospital like Pen Bay or Miles Memorial.
- Volunteer at a local animal shelter.
- Volunteer at the Union Fair, Windsor Fair, Lobster Festival or similar organization.
- Help tutor an elementary student.
- Volunteer at a local nursing home.
- Volunteer for any food or bottle drive for a non-profit cause.
- Volunteer at one of the local Recreation Departments or YMCA.
- Helping an elderly neighbor with lawn mowing, shoveling snow, etc.
- Helping with maintenance at the high school (example: cleaning, painting, stacking chairs, picking up trash)
- Volunteer for any local election (town, state, national).

These are examples of a few acceptable community service activities. As a general rule, helping family and/or friends, although an important and valuable endeavor, is *not* considered community service. There is a wide range of opportunities for community service credit and students are encouraged to discuss their ideas with their guidance counselor and the building principal.

## **STUDENT ACHIEVEMENT CENTER**

The MVHS Student Achievement Center offers academic support and enrichment in a variety of subject areas, primarily through online learning. The MVHS Student Achievement Center Coordinator monitors all PLATO and VHS courses regularly.

### **VIRTUAL HIGH SCHOOL (VHS)**

Virtual High School (VHS) is a non-profit cooperative of more than 400 partner schools throughout the world that use online courses to expand learning opportunities for students. VHS offers students-centered that are designed and delivered to promote a high quality, collaborative learning environment. VHS classes are standards based and taught by highly qualified faculty. Courses follow a semester schedule, and assignments are due at specified weekly intervals.

### **PLATO (EDMENTUM)**

Many students who have difficulty completing a course end up with a failing grade. Rather than take the entire course over PLATO credit recovery courses give those students who meet the requirements, the opportunity to get credit by only completing, or meeting the standards in those areas they had previously been unable to demonstrate proficiency. Students can access credit recovery and online tutorials with self-paced PLATO educational software. PLATO learning addresses those students with an online; standards based interactive learning experience including media, graphics and video.

## **GRADE LEVEL DETERMINATION**

Grade level status will be assigned based on earned credit. To become a sophomore, a student needs 6 credits, a junior needs 12 credits, and a senior needs 18 credits.

### **DETERMINING GPA (POLICY IKSC-UNDER REVIEW)\***

For the purposes of calculating weighted grade point averages, one year (two semesters) honors or AP courses will be awarded one additional grade point for that course and one-half year (one semester) honors or AP courses will be awarded one-half (0.5) additional grade points for that course. An additional grade point will be awarded for all full year college level (100 and above) classes with prior approval of the high school principal.

**\*The Determining GPA Policy is currently under review**

## TESTING REQUIREMENTS AND OPTIONS

First, second and third year MVHS students are required to complete a variety of standardized tests throughout high school. These measures are utilized to better understand students' strengths, identify areas of improvement, and to assess the adequate yearly progress of students. The following assessments are administered at Medomak Valley High School:

**A. NWEA:** All first and second year students - Measures of Academic Progress Students are assessed in reading and math during the fall and spring of each year.

**B. PSAT:** All second and third year students - This exam is offered by the College Board as a practice SAT. The test will be administered in October. Students receive scores in critical reading, mathematics and writing.

**C. SAT:** All third and fourth year students - The College Board offers the SAT several times a year. Most students take the SAT during their junior and senior year. Many colleges use the SAT to assess a student's academic readiness for post secondary education.

**D. Advanced Placement Exams (AP):** Any student enrolled in an AP level course - Advanced Placement examinations are offered by the College Board and administered at MVHS in May. Many colleges will award college credit to students who earn a score of 3, 4, or 5 on the AP exam. The fee for each AP exam is paid for by RSU#40 and all students that enroll in an AP course will be required to take the corresponding AP exam. All exams will be taken at school during the school day.

**E. Smarter Balanced:** All third year Students -- Starting in the spring of 2015, Maine will use the Maine Comprehensive Assessment System (MeCAS) developed by the Smarter Balanced Assessment Consortium as its annual statewide assessment. This is a new computer adapted assessment designed to measure higher-order thinking in Maine's recently updated standards in mathematics and English Language Arts literacy. The MEA in science will continue to be given as a paper pencil test supplement.

## EARLY GRADUATION (MSAD #40 BOARD POLICY: IKF SECTION C)

A student may work with guidance to develop a plan to complete graduation requirements in fewer than four years. Early graduation plans should be proposed by September 1 of the school year the early graduation is expected. The principal must approve all early graduation plans.

## **RESPONSE TO INTERVENTION (RTI)**

RTI provides a framework in which schools can deliver early intervening services. It is a systematic prevention approach, the foundation of which is quality core instruction within the general education classroom. RTI processes focus on how well students respond to changes in instruction or “interventions.” Supplementary supports and interventions, both academic and behavioral, are provided to struggling students based on data collection and analysis. These supports and interventions vary in intensity based on student need, and will be provided by a variety of personnel, working collaboratively with general education and special education teachers. RTI has multiple tiers for a step-by-step approach to problem solving. It is highly personalized for each student.

## **RECOVER AND EXCEL PERIOD (REP)**

REP is a Response to Intervention system introduced in the 2014-2015 school year. The purpose of the 40 minute REP is a to create a school-wide structure for efficiently allocating resources to improve student academic outcomes and to enrich their overall academic experience by preventing academic failure, ensure student success, identify academic and behavioral problems, and properly deal with those problems. Any student who is struggling to succeed deserves effective interventions, and REP/RTI offers more communication and consistency among a student’s teachers” ([maine.gov/doe/rti/](http://maine.gov/doe/rti/)).

## **SPECIAL EDUCATION**

The special education department offers a variety of services ranging from individualized tutoring to small group instruction. In order for a student to be eligible for such services, he/she must be referred to and identified as eligible by the MVHS Individualized Education Plan (I.E.P.) Team. Eligibility involves documenting that the student qualifies as having one or more disabilities as defined by state and federal regulations. A referral is generally made through the guidance department to the special education department. A student, teacher, parent, counselor, or administrator may initiate this process at any time, preferably no later than a student’s junior year.

MVHS embraces the inclusion model for special education services. A student's Individualized Education Plan (I.E.P.) specifies whether the student will have direct instruction or consultation services. Small group classes, directed study, and assistance with regular classroom assignments are also available as determined by the IEP Team. Students or parents seeking more information about special education offerings should contact a guidance counselor, administrator, the special education coordinator or teacher.

## **GIFTED AND TALENTED (GT)**

The RSU 40 School district makes every effort to systematically identify, select, and support students with exceptional abilities or potential in the areas of advanced intellectual skills, specific ability and/or aptitude, musical, artistic and/or other creative endeavors, in accordance with Maine law.

We believe that gifted and talented students often have unique academic and social needs, and as

such our teachers, administrators and guidance counselors support a philosophy that acknowledges the needs of this particular population. In addition, MVHS has on staff, Ms. Jennifer Goode, a gifted and talented coordinator/teacher who works as an advocate and advisor for these students. The coordinator will help each GT student develop a plan that seeks to maximize the student's potential in specific areas of interest including access to all Honors, Dual Enrollment and AP courses. If a GT student needs accelerated programming in one or more areas, Ms. Goode will advise the student as how best to proceed. If you require additional information please call the school's guidance department.

# ENGLISH

Medomak Valley High School's English Department's mission is to prepare our students to live meaningful lives as productive and literate citizens by improving their abilities to think, read, write and speak effectively across a range of genre and for a variety of purposes and audiences. To realize this mission, the department offers a rigorous and relevant curriculum that provides students with multiple and varied opportunities to read, analyze and critique quality texts, develop the processes, traits and craft of writing. Students will engage in individual and collaborative inquiry into the habits of effective readers and writers and the elements of quality texts as well as discussion skills and formal public speaking for a variety of audiences through oral presentations and the practice of effective speech delivery techniques. Students are required to complete four credits in English.

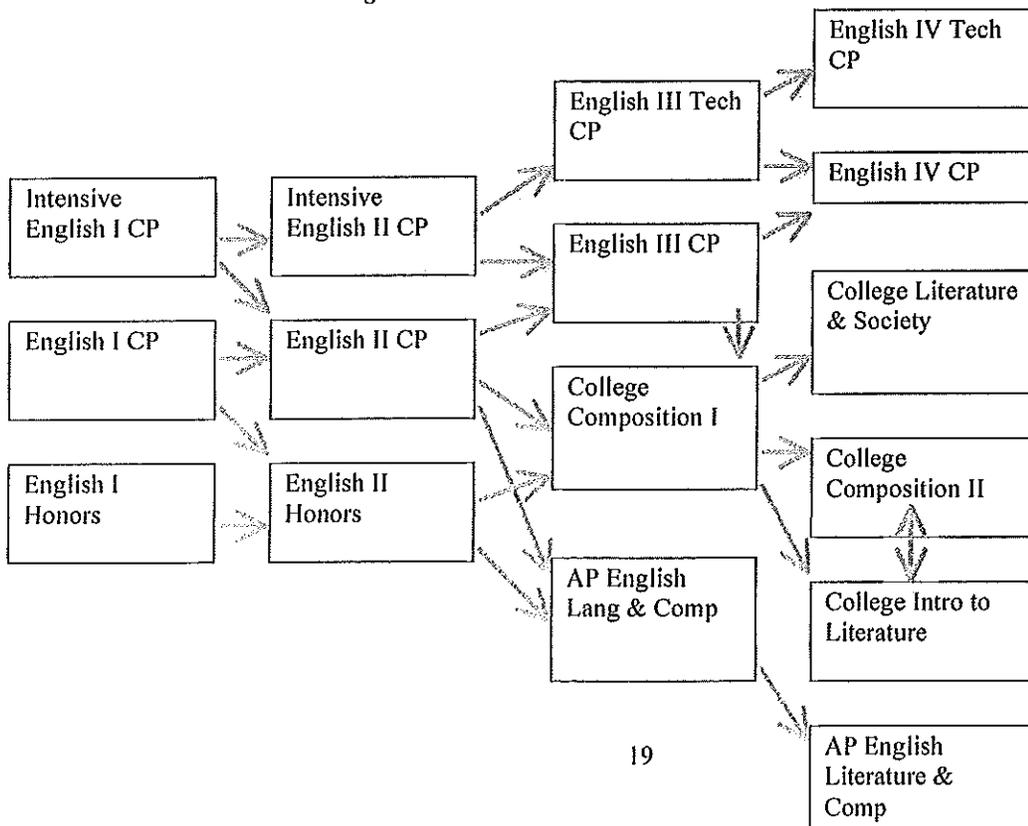
Below is a link to Maine's ELA Common Core Standards for grades 6-12:  
<http://www.maine.gov/doe/ela/>

Starting with the graduating class of 2018 all students must demonstrate proficiency in the following English Language Arts Graduation Standards:

1. Reading Comprehension
2. Reading Interpretation
3. Writing Arguments
4. Writing Informative and Narrative Texts
5. Writing Process
6. Writing Research
7. Speaking and Listening Discussion
8. Speaking and Listening Presentation

For additional information on the English Language Arts Graduation Standards please visit the following website: <http://www.maine.gov/doe/proficiency/standards/ela.pdf>

English Flow Chart



## **Intensive English I CP**

Full year: 2 credits (one English credit, one elective credit)

Recommended year: grade 9

Intensive English I CP meets every day. The course provides an intensive focus on a variety of skills to help students become better readers and writers. Grammar, vocabulary, paragraph structure, crafting an essay, organizational skills, and study skills are stressed. Research skills are introduced, including in-text citations and MLA works cited entries. Oral participation and collaboration with peers is expected; listening components are integral to the class throughout the year. Self-reflection and self-assessment are encouraged.

## **English I CP**

Full year: 1 credit

Recommended year: grade 9

English I CP meets every other day. Active reading in a variety of genres is emphasized; self-direction and self-motivation are fostered. The course focuses on a variety of skills to help students become better readers and writers. Grammar, vocabulary, paragraph structure, crafting an essay, organizational skills, and study skills are stressed. Research skills are introduced, including in-text citations and MLA works cited entries. Oral participation and collaboration with peers is expected; listening components are integral to the class throughout the year. Self-reflection and self-assessment are encouraged.

Intensive English I CP, and English I CP provide students with the opportunity to demonstrate proficiency in the following English Language Arts Graduation Standards:

Introduce:

1. Reading Comprehension
2. Reading Interpretation
3. Writing Arguments
4. Writing Informative and Narrative Texts
5. Writing Process
6. Writing Research
7. Speaking and Listening Discussion
8. Speaking and Listening Presentation

## **English I Honors**

Full year: 1 credit

Recommended year: grade 9

The topics addressed in English I CP are also addressed in English I Honors but at a faster pace and in greater depth. Students read a variety of genres independently as a foundation for class discussion and written response. Students are required to write complex responses to assignments and to hone the craft of writing. Self-reflection and self-assessment are expected.

English I Honors provides students with the opportunity to demonstrate proficiency in the following English Language Arts Graduation Standards:

Introduce:

1. Reading Comprehension
2. Reading Interpretation
3. Writing Arguments
4. Writing Informative and Narrative Texts
5. Writing Process
6. Writing Research
7. Speaking and Listening Discussion
8. Speaking and Listening Presentation

Progressing:

1. Reading Comprehension

2. Reading Interpretation
3. Writing Arguments
4. Writing Informative and Narrative Texts
5. Writing Process
6. Writing Research
7. Speaking and Listening Discussion
8. Speaking and Listening Presentation

### **Intensive English II CP**

Prerequisite: Intensive English I, or English I

Full year: 2 credits (one English credit, one elective credit)

Recommended year: grade 10

Intensive English II will meet every day for a whole period. This course will provide an intensive focus on developing the skills of writing, reading, listening and speaking. Active reading of multicultural literature for identification, analysis, and demonstration of understanding of the defining features of literary texts is emphasized. The writing component emphasizes expository and analytical writing skills including journal writing, prewriting, and refining the five-paragraph essay (including multiple drafts) for a variety of purposes including informing, analyzing and persuading. Further application of the research process includes evaluating information for accuracy and possible bias.

### **English II CP**

Prerequisite: English I

Full year: 1 credit

Recommended year: grade 10

English II CP focuses on further developing the skills of writing, reading, listening and speaking. Active reading of multicultural literature for identification, analysis, and demonstration of understanding of the defining features of literary texts is emphasized. The writing component emphasizes expository and analytical writing skills including journal writing, prewriting, and refining the five-paragraph essay (including multiple drafts) for a variety of purposes including informing, analyzing and persuading. Further application of the research process includes evaluating information for accuracy and possible bias.

### **English II Honors**

Prerequisite: English I, 2.5 CGPA

Full year: 1 credit

Recommended year: grade 10

The topics addressed in English II CP are also addressed in English II Honors but at a faster pace and in greater depth.

**Intensive English II CP, English II CP, English II Honors provide students with the opportunity to demonstrate proficiency in the following English Language Arts Graduation Standards:**

**Progressing:**

1. Reading Comprehension
2. Reading Interpretation
3. Writing Arguments
4. Writing Informative and Narrative Texts
5. Writing Process
6. Writing Research
7. Speaking and Listening Discussion
8. Speaking and Listening Presentation

### **English III Technical CP**

Prerequisite: English II, and permission of the instructor.

Full year: 1 credit

Recommended year: grade 11

This course emphasizes reading comprehension and analysis of American Literature using adaptive materials when necessary to ensure student progress and success. Special attention is given to organization, vocabulary, and the development of constructed responses to literary topics. A particular focus on persuasive writing involves students in writing that is conscious of audience, clarity, and precision using the steps of the writing process. Technology is integrated with a variety of expectations, which may include online submission of assignments and multi-media presentations.

### **English III CP**

Prerequisite: English II

Full year: 1 credit

Recommended year: grade 11

This course stresses college preparatory level reading, writing, discussions, oral interpretations, and presentations. Students study history and cultural trends in American literature. Essay writing will continue to develop the fundamentals of clear, concise, and persuasive writing. Special attention will be given to organization, vocabulary, and the development of open-ended responses in writing. Projects will be an integral part of the course. Oral presentations will be required, as will author and position papers.

### **College Composition Stretch, Part II – ENG 106**

Prerequisite: Student must be a member of the Bridge Program. English 100

Full year: 1 MVHS credit, 3 University of Maine, Augusta credits.

Recommended year: grade 12

This course provides intense practice with habits of reading, writing, thinking, and revising essential to postsecondary academic work. Designed for students who want to create a strong foundation for themselves in academic reading and writing. Students will not earn credit or grades for completing both ENG 101 (not offered at MVHS) and either course in the College Composition Stretch Sequence, ENG 100 and ENG 106.

General Education Requirements: Students must complete both ENG 100 and ENG 106 with a minimum grade of C or better in each course to satisfy the University of Maine General Education College Composition requirement. Neither course taken alone will satisfy this requirement. (Does this apply for UMO)?

### **Advanced Placement English Language and Composition**

Prerequisite: English II, 2.5 CGPA, and permission of the instructor.

Full year: 1 MVHS credit.

Recommended year: grade 11

This course is offered for students seeking college English credit through the AP program **while in their junior year**. Its intent is to engage students in becoming skilled readers of non-fiction written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students become practiced in their awareness of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing across the disciplines. Students are required to take the College Board AP English Language and Composition Exam in the spring.

### **College Composition I – Dual Enrollment**

Prerequisite: English II, Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

One semester: ½ MVHS credit and 3 Thomas College credits

Recommended year: grade 11

Students explore topics of interest (reading and writing non-fiction) as they work on organization and development, strong sentences, appropriate diction, elimination of errors, audience, and the writing process. Student writing should demonstrate strong organization and unity, including effective thesis statements, topic sentences, and coherence, effective development of paragraphs and essays through ideas, examples, details, narrative, figurative language, and rhetorical devices. Students will be able to write clear, concise, and unified sentences of varying length, style, and structure and use diction that is precise and appropriate (especially in its level of formality or informality) for the essay. Students will be expected to continue to develop a clear sense of audience and purpose, an understanding of writing styles through substantial readings, the application of the steps of the writing process, including generating ideas, composing, editing, and revising. (Thomas College Course Number - EH111)

### **College Composition II – Dual Enrollment**

Prerequisite: College Composition I (EH111), Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

One semester: ½ MVHS credit and 3 Thomas College credits

Recommended year: grade 11-12

Students continue to explore topics of interest (reading and writing non-fiction) and work on CCI skills while focusing on the research process and research-paper writing, argumentation, analysis, and ethical use of information, being guided by the Association of College and Research Libraries standards. Student writing should demonstrate knowledge of the research process, including the abilities to: -Develop a tentative thesis and outline through thinking and initial research -Determine the extent and kinds of information needed -Develop a research strategy - Effectively locate and access credible sources (print and electronic) -Evaluate information and its sources critically. In addition, students will -Select and integrate information that serves the paper's purpose, and gain knowledge of the process of writing a paper supported by research, including the abilities to paraphrase, summarize, synthesize, quote, cite facts, and properly document sources (MLA format and alternative formats). Students are expected to develop an understanding of the ethical use of information, develop effective argumentation skills, and demonstrate effective analytical skills. (Thomas College Course Number - EH112)

### **College Introduction to Literature - Dual Enrollment**

Prerequisite: College Composition I (EH111), Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

One semester: ½ MVHS credit and 3 Thomas College credits

Recommended year: grade 11 or 12.

This course is the second half of a full year MVHS English requirement and will follow either College Composition I or II. This course introduces three basic types of literature: fiction, drama, and poetry. The course helps students develop an appreciation of literature with the aim of preparing them to read and enjoy a variety of literary works throughout their adult lives. A wide range of authors and time periods are examined with an emphasis on American literature. (Thomas College Course Number - EH221)

### **College Literature and Society - Dual Enrollment**

Prerequisite: College Composition I (EH111), Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

One semester: ½ MVHS credit and 3 Thomas College credits

Recommended year: grade 11 or 12

This course is the second half of a full year MVHS English requirement and will follow either College Composition I or II. This course explores the valuable contributions that imaginative writers have made to the improvement of societal values, rules, roles, and behaviors. Students consider the literary perspective on such topics as individualism versus conformity, the struggle for social justice, personal freedom versus civil duty, obedience to authority versus rebellion, and the influence of the environment on the developing self. Such socially conscious authors as Upton Sinclair, Henrik Ibsen, Emile Zola, Ayn Rand, Richard Wright, and Marge Piercy are considered. In this course, students will work toward the following objectives: Recognition of the valuable contributions the imaginative minds of authors can make to the improvement of societal values, rules, roles, and behaviors. Recognition of the historical role literature has played in motivating social reform. This course recognizes literature's role in the exploration of the dynamic relationship between social groups and between the individual and society. There will be a continued development of reading, writing, and public-speaking skills. (Thomas College Course Number - EH222)

### **English IV Technical CP**

Prerequisite: English III, and permission of the instructor.

Full year: 1 credit

Recommended year: grade 11

This course emphasizes reading comprehension and analysis of British Literature using adaptive materials when necessary to ensure student progress and success. Special attention is given to the eras of English literature and culture through representative literary works. Writing effectively for a variety of audiences and purposes is a focus with emphasis on clear thesis statements, organizing and developing ideas, and revising and editing. Technology is integrated with a variety of expectations, which may include online submission of assignments and multi-media presentations.

### **English IV CP**

Prerequisite: English III

Full year: 1 credit

Recommended year: grade 12

This course stresses preparation for college level literacy in reading, writing, class discussion, oral interpretation, and group presentations. Students learn the six eras of English literature and culture through representative novels, short stories, poetry, drama, and essays. Emphasis is placed on analysis and annotation of texts. Students write effectively for a variety of audiences and purposes with emphasis on the well-constructed literary essay, research paper, business letter, and college resume. Mastery of writing clear thesis statements, organizing and developing ideas, and revising and editing are emphasized. Students are responsible for integrating technology into their projects and presentations. Throughout the year students continue to develop collaborative work strategies and time management skills required for college level study.

## **Advanced Placement English Literature and Composition**

Prerequisite: English III, or Comp I and Comp II, Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

Full year: 1 credit

Recommended year: grade 12

This course is offered for students seeking college English credit **while in their senior year** through the AP program. This is a highly concentrated level of study in effective writing, critical reading, and creative interpretation through individual and group projects. The required work is studied in a seminar setting and demands an attentive analysis of a variety of texts and a range of writing tasks. Students are required to take the College Board AP Literature and Composition exam, which is offered in the spring.

English III Technical CP, English III CP, College Composition I + II, College Introduction to Literature, College Literature and Society, Advanced Placement English Language and Composition, English IV Technical CP, English IV CP, and Advanced Placement English Literature and Composition provide students with the opportunity to demonstrate proficiency in the following English Language Arts Graduation Standards:

Meets:

1. Reading Comprehension
2. Reading Interpretation
3. Writing Arguments
4. Writing Informative and Narrative Texts
5. Writing Process
6. Writing Research
7. Speaking and Listening Discussion
8. Speaking and Listening Presentation

## **Creative Writing**

One semester: 1/2 credit

Recommended year: grades 10-12

Through the process of draft writing, proofreading, editing, and peer-editing, students will work to develop their skills as writers and create a body of polished work in a variety of genres including poetry, short story, non-fiction, memoir, and play-writing. Students will spend a portion of the class analyzing short works from a variety of authors in order to gain inspiration and improve their craft. Assignments target such skills as creating a purpose, introducing conflict, developing a character, setting a mood, and establishing a voice. The class is conducted in a seminar format in which the involvement of each student is crucial to the group.

Creative Writing provides students with the opportunity to demonstrate proficiency in the following English Language Arts Graduation Standards:

Meets:

5. Writing Process

## **SAT Prep**

One semester: ½ credit

Recommended year: grades 10-12

Students in this class will learn proven SAT testing strategies and vocabulary, as well as the format, scoring, and content of the test. Most importantly, the course involves going over a large amount of practice SAT material, which will predict and maximize student scores. Students will use the SAT Online Course. The class will help any student prepare for the SAT and improve their test scores.

# MATHEMATICS

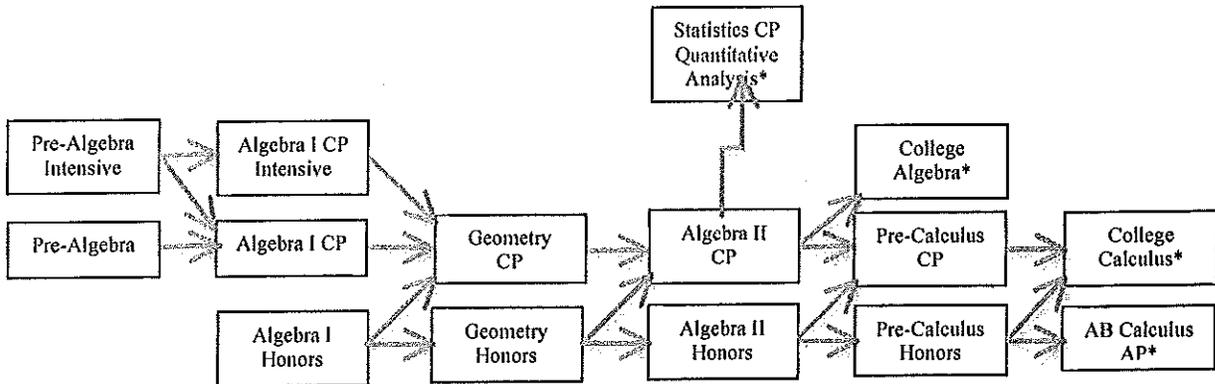
Critical thinking, analyzing, reasoning, problem solving, modeling, and communication are essential skills that are developed through the study of mathematics at the secondary level. Whether plans for the future lead toward a four-year college, a two-year college, or directly to the world of work, a strong foundation in mathematics is crucial to achieving these goals. Students are encouraged to take challenging math classes to expand their understanding of this important subject area. Students are required to complete four credits of math. For additional information on the mathematics CCSS please visit the following website: <http://www.corestandards.org/math>

Starting with the graduating class of 2018 all students must demonstrate proficiency in the following Mathematics Graduation Standards:

1. Number and Quantity
2. Algebra
3. Functions
4. Geometry
5. Statistics & Probability

For additional information on the Mathematics Graduation Standards please visit the following website: <http://www.maine.gov/doe/proficiency/standards/mathematics.pdf>

Math Flow Chart



\*Denotes Thomas College Dual Enrollment course.

### **Intensive Pre-Algebra**

Full year: 2 credits (one math credit and one elective credit)

Recommended year: grade 9

Intensive Pre-Algebra will meet every day for a whole period. The course will provide an intensive focus on a variety of skills that will prepare and reinforce needed skills for progression to Algebra I, Geometry, and Algebra II. Organization and study skills will be stressed. All assignments are completed during class time. Math topics will include: tools for Algebra and Geometry, integers, one-step equations and inequalities, factors and fractions, addition and subtraction of rationals, multiplication and division of rationals, multi-step equations and inequalities, functions and graphing, ratio, proportion and percent, statistics and probability, applied geometry and right triangles.

### **Pre-Algebra**

Full year: 1 credit

Recommended year: grade 9

Pre-Algebra is an integrated math that prepares students to continue to Algebra I, Geometry, Algebra II, and/or Precalculus. Math topics will include: tools for Algebra and Geometry, integers, one-step equations and inequalities, factors and fractions, addition and subtraction of rationals, multiplication and division of rationals, multi-step equations and inequalities, functions and graphing, ratio, proportion and percent, statistics and probability, applied geometry and right triangles.

### **Intensive Algebra I CP**

Full year: 2 credits (one math credit, one elective credit)

Recommended year: grade 10

Intensive Pre-Algebra will meet every day for a whole period. The course will provide an intensive focus on a variety of skills that will prepare and reinforce needed skills for progression to Algebra II and Geometry. Organizational and study skills will be stressed. All assignments are completed during class. Math topics will include: expressions, equations, and functions, rational numbers, solving linear equations, proportional reasoning, relations and functions, linear equations and inequalities, polynomials, factoring, quadratic and exponential functions, rational expressions and equations, radical expressions and equations, probability and statistics.

### **Algebra I CP**

Full year: 1 credit

Recommended year: grade 9 or 10

Algebra I is the foundation in the mathematics program that leads to Geometry, Algebra II, Precalculus and Calculus. Math topics will include: expressions, equations, and functions, rational numbers, solving linear equations, proportional reasoning, relations and functions, linear equations and inequalities, polynomials, factoring, quadratic and exponential functions, rational expressions and equations, radical expressions and equations, probability and statistics.

## **Algebra I Honors**

Full year: 1 credit

Recommended year: grade 9

Honors Algebra is a more rigorous program that provides students the opportunity to better prepare for advanced study in mathematics. Math topics will include: expressions, equations, and functions, rational numbers, solving linear equations, proportional reasoning, relations and functions, linear equations and inequalities, polynomials, factoring, quadratic and exponential functions, rational expressions and equations, radical expressions and equations, probability and statistics.

**Intensive Pre-Algebra, Pre-Algebra, Intensive Algebra I CP, Algebra I CP, and Algebra I Honors provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards:**

**Introduce:**

- 1. Number and Quantity**
- 2. Algebra**
- 3. Functions**
- 5. Statistics & Probability**

## **Geometry CP**

Prerequisite: Algebra I

Full year: 1 credit

Recommended year: grade 10 or 11

Math topics include: points, lines, planes, and angles, reasoning and proof, perpendicular and parallel lines, triangles and quadrilaterals, proportion and similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry and transformations.

## **Geometry Honors**

Prerequisite: Algebra I

Full year: 1 credit

Recommended year: grade 9 or 10

Honors curriculum is a rigorous course that prepares students for advanced math study. Math topics include: points, lines, planes, and angles, reasoning and proof, perpendicular and parallel lines, triangles and quadrilaterals, proportion and similarity, right triangles and trigonometry, circles, polygons and area, surface area and volume, coordinate geometry and transformations.

**Geometry CP and Geometry Honors provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduations Standards:**

**Meets:**

- 4. Geometry**

## **Algebra II CP**

Prerequisite: Algebra I

Full year: 1 credit

Recommended year: grade 11

Topics include: Equations and inequalities, linear relations and functions, systems of linear equations and inequalities, matrices, polynomials and radical expressions, quadratic functions and inequalities, polynomial functions, rational functions, conics, logarithmic functions, sequences and series, and probability

## **Algebra II Honors**

Prerequisite: Algebra I

Full year: 1 credit

Recommended year: grade 11

Honors curriculum is a more rigorous program that exceeds the standards providing the opportunity for students to complete advanced study. Topics include: equations and inequalities, linear relations and functions, systems of linear equations and inequalities, matrices, polynomials and radical expressions, quadratic functions and inequalities, polynomial functions, rational functions, conics, logarithmic functions, sequences and series, and probability

Algebra II, and Algebra II Honors provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards:

Progressing:

1. Number and Quantity
2. Algebra
3. Functions
5. Statistics & Probability

Meets:

1. Number and Quantity
2. Algebra
3. Functions
5. Statistics & Probability

## **Algebra for College Mathematics – MAT 111**

Prerequisite: Student must be a member of the Bridge Program, MAT 103

Full year: 1 MVHS credit, and 3 University of Maine credits

Recommended year: grade 12

This course covers the basic topics in algebra needed to enter a mathematics course at the pre calculus level. The covered topics include a brief review of the real number system (including absolute value, exponents, roots, and radicals), linear equations and inequalities, quadratic equations, graphs, functions (primarily linear and other polynomials), factoring, rational and radical expressions. Optional topics include system of equations, variation, and exponential logarithmic functions. Note: This course does not satisfy the University of Maine General Education Mathematics Requirement.

## **College Algebra-Dual Enrollment**

Prerequisite: Algebra II, Junior or Senior Status, 2.5 CGPA, and permission of the instructor

Full year: 1 MVHS credit, and 3 Thomas credits

Recommended year: grade 12

This course will place a focus on traditional problem-solving methods in mathematics. Students will be asked to solve problems modeled by various functions including linear, quadratic, absolute value, polynomial, exponential, and logarithmic. Attention will be paid, throughout this course, to real-world applications from a broad range of disciplines such as the physical sciences engineering, business, economics, social sciences, life sciences, health sciences, sports, and other areas of student interest. (Thomas College Course Number - MS197)

Algebra for College Mathematics and College Algebra provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards:

Meets:

1. Number and Quantity
2. Algebra
3. Functions
5. Statistics

### **Pre-Calculus CP**

Prerequisite: Algebra II

Full year: 1 credit

Recommended year: grade 11-12

Pre-Calculus is the fourth course in the mathematics program that leads to Calculus.

Topics include: probability, exponential and logarithmic functions, statistics, sequences and series, trigonometric functions, graphs of trigonometric functions, trigonometric identities and equations

### **Pre-Calculus Honors**

Prerequisite: Algebra II, 2.5 CGPA, and permission of the instructor

Full year: 1 credit

Recommended year: grade 11-12

Honors curriculum is a more rigorous program that exceeds the standards, providing the opportunity for students to complete advanced study.

Pre-Calculus CP and Pre-Calculus Honors provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards: \*

Meets:

1. Number and Quantity
2. Algebra
3. Functions
4. Statistics & Probability

\* Prior to taking Pre-Calculus or Pre-Calculus Honors, it is assumed the student has met all of the Mathematics Standards necessary for graduation.

### **Statistics and Probability CP**

Prerequisite: Algebra II or Administrative Permission

One semester: 1/2 credit

Recommended year: grade 12

Topics include: Summarizing data, mean, median, and mode; range, variance, and standard deviation, box plots and stem-and-leaf plots and other histograms, frequency distributions and types of data (measurement and categorical variables). Probability models are explored, including probability, conditional probability, independence, samples and populations, random samples, the standard normal curve, and Z scores.

Statistics and Probability CP provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards:

Meets:

5. Statistics & Probability

### **Foundations of Quantitative Analysis: Mathematics, Research, and Applications**

Prerequisites: Algebra II, or Administrative Permission

One semester: 1/2 credit

Recommended year: grade 12

This project-based course asks students to review fractions, percentages, decimals, word problems, linear functions (creating, graphing, and interpreting) and other mathematical concepts typically encountered in everyday life. Students will also apply basic concepts of algebra in the

context of spreadsheet modeling. Most problems will require students to obtain real data from Internet sources and to use that data to address real applied problems from business and science. Students will use the spreadsheet app Numbers as the primary vehicle of analysis with students verifying some elements of their solutions using hand calculations and others using alternative spreadsheet models. Students will be expected to create and deliver presentations of their work using PowerPoint.

### **College Foundations of Quantitative Analysis: Mathematics, Research, and Applications – Dual Enrollment**

Prerequisites: Algebra II, Junior or Senior Status, 2.5 CGPA, and permission of the instructor  
One semester: 1/2 MVHS credit and 3 Thomas College credits.

Recommended year: grade 12

This project-based course asks students to review fractions, percentages, decimals, word problems, linear functions (creating, graphing, and interpreting) and other mathematical concepts typically encountered in everyday life. Students will also apply basic concepts of algebra in the context of spreadsheet modeling. Most problems will require students to obtain real data from Internet sources and to use that data to address real applied problems. Students will use Excel as the primary vehicle of analysis with students verifying some elements of their solutions using hand calculations and others using alternative spreadsheet models. Students will be expected to create and deliver presentations of their work using PowerPoint. (Thomas College Course Number - MS197)

*Statistics and Foundations of Quantitative Analysis are designed so that a student can take them together to meet their fourth year math requirement. A student is also permitted to take each class as an elective.*

Foundations of Quantitative Analysis and College Foundations of Quantitative Analysis provide students with the opportunity to demonstrate proficiency in the following Mathematics Graduation Standards:

Meets:

2. Algebra

3. Functions

### **College Calculus I – Dual Enrollment**

Prerequisite: Pre-Calculus, Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

Full year: 1 MVHS credit and 3 Thomas College credits

Recommended year: grade 11 -12

This calculus course is designed as a senior math course suited for the student who plans to study a math oriented field in college or who simply enjoys the challenge of a higher level math course. Topics include: functions, graphs and limits, limits and their properties, derivatives, applications of differentiation, integrals, applications of integration. (Thomas College Course Number - MS231)

### **Advanced Placement Calculus AB**

Prerequisite: Pre-Calculus, Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

Full year: 1 MVHS credit. There is a three (3) Thomas College credit option

Recommended year: grade 11 -12

Advanced Placement Calculus is designed as a senior math course suited for the student who plans to study a math oriented field in college or who simply enjoys the challenge of a higher level math course. Students are required to take the AP exam offered in the spring.

Topics include: functions, graphs and limits, limits and their properties, derivatives, applications of differentiation, integrals, applications of integration. This course has a dual enrollment option.

### **Advanced Placement Calculus BC**

Prerequisite: Pre-Calculus Honors and concurrent enrollment in AP Calculus AB.

Full year (1/2 period):  $\frac{1}{2}$  MVHS credit.

Recommended year: grade 11-12

AP Calculus BC is an additional option for students who are taking AP Calculus AB. The course applies topics as they are learned in AP Calculus AB and begins with a thorough treatment of infinite series and Taylor Polynomials. Other topics include advanced integration techniques, polar coordinates and vector-valued functions. Students are required to take the AP Calculus BC exam in May; this test covers all the material from both AB and BC and offers an AB sub-score.

# SCIENCE

The MVHS Science Department provides a rigorous, relevant, and engaging curriculum that helps students develop a deep understanding of the physical, chemical and biological sciences. Courses are designed to provide students with meaningful opportunities to engage in scientific inquiry while strengthening their critical-thinking, problem-solving and communication skills. Students in the class of 2016-17 are required to complete three years of science, including one credit in freshmen science, one credit in a life science and one credit in a physical science. Students graduating with the class of 2018 and beyond must complete one additional year of science.

For additional information relating the Next Generation Science Standards to the Common Core State Standards, please go to:

<http://www.nextgenscience.org/next-generation-science-standards>

Starting with the graduating class of 2018 all students must demonstrate proficiency in the following Science Graduation Standards:

1. Physical Sciences: Structure/Properties Of Matter, Forces And Interactions
2. Physical Sciences: Energy, Waves, And Electromagnetic Radiation
3. Life Sciences: Structure, Function And Information Processing
4. Life Sciences: Matter And Energy In Organisms and Ecosystems
5. Life Sciences: Growth, Development, And Reproduction of Organisms, Natural Selection, And Adaptations
6. Earth and Space Sciences: Earth, Space And The Universe
7. Earth and Space Sciences: Earth Systems
8. Engineering, Technology, And Application of Science

For additional information on the Science Graduating Standards please visit the following website:

<http://www.maine.gov/doe/proficiency/standards/science.pdf>

## Physical Science CP (freshmen science)

Full year: 1 credit

Recommended year: grade 9

This course is an introduction to aspects of physics and chemistry designed to prepare students for upper level science courses. Critical thinking skills, science vocabulary, laboratory practices, and scientific research and communication will be emphasized.

## Physical Science Honors (freshmen science)

Prerequisite: Algebra I (may be taken concurrently)

Full year: 1 credit

Recommended year: grade 9

The honors curriculum is a more rigorous program that goes beyond the scope of college preparatory science.

Physical Science CP and Physical Science Honors provide students with the opportunity to demonstrate proficiency in the following Science Graduation Standards:

Introduce:

1. Physical Sciences: Structure/Properties of Matter, Forces And Interactions
3. Life Sciences: Structure, Function And Information Processing
4. Life Sciences: Matter And Energy In Organisms and Ecosystems
8. Engineering, Technology, And Application of Science

**Progressing:**

**1. Physical Sciences: Structure/Properties of Matter, Forces And Interactions**

**Meets:**

**6. Earth and Space Sciences: Earth, Space And The Universe**

**7. Earth and Space Sciences: Earth Systems**

## **Biology CP Technical**

Prerequisite: Physical Science

Full year: 1 credit

Recommended year: grade 10

Emphasis will be placed on hands on activities and application of learning to solve real problems. Topics covered include the scientific method, cells, cell reproduction, genetics, evolution, classification, and ecology. Lab work and group work are included as much as possible.

## **Biology CP**

Prerequisite: Physical Science

Full year: 1 credit

Recommended year: grade 10

Emphasis will be placed on lab activities and application of learning to solve real problems. The class discusses the scientific method, ecology, biochemistry, cells, enzymes, cellular respiration, photosynthesis, cell reproduction, protein synthesis, DNA, genetics, evolution, and classification. An independent research project is required.

**Biology CP Technical, and Biology CP provide students with the opportunity to demonstrate proficiency in the following Science Graduation Standards:**

**Progressing:**

**1. Physical Sciences: Structure/Properties Of Matter, Forces And Interactions**

**8. Engineering, Technology, And Application of Science**

**Meets:**

**3. Life Sciences: Structure, Function And Information Processing**

**4. Life Sciences: Matter And Energy In Organisms and Ecosystems**

**5. Life Sciences: Growth, Development, And Reproduction of Organisms, Natural Selection, And Adaptations**

## **Biology Honors**

Prerequisite: Physical Science, 2.5 CGPA, and permission of the instructor.

Full year: 1.5 credits

Recommended year: grade 10

This course is designed to give students a solid background in the life sciences in order to prepare them to major in a science subject in college. Lectures, lab activities, and applying knowledge to solve real problems are stressed. Topics covered include the scientific method, ecology, biochemistry, cells, enzymes, cellular respiration, photosynthesis, cell reproduction, DNA, protein synthesis, genetics, evolution, and classification. An independent research project is required by the end of the year.

**Biology Honors provides students with the opportunity to demonstrate proficiency in the following Science Graduation Standards:**

**Progressing:**

**1. Physical Sciences: Structure/Properties Of Matter, Forces And Interactions**

**8. Engineering, Technology, And Application of Science**

**Meets:**

- 3. Life Sciences: Structure, Function And Information Processing**
- 4. Life Sciences: Matter And Energy In Organisms and Ecosystems**
- 5. Life Sciences: Growth, Development, And Reproduction of Organisms, Natural Selection, And Adaptations**
- 8. Engineering, Technology, And Application of Science**

### **Advanced Placement Biology**

**Prerequisite:** Biology CP, Chemistry CP, 2.5 CGPA, and permission of the instructor

**Full year:** 1.5 credits

**Recommended year:** grade 12

This academically challenging course is for those students interested in the biological sciences and who want to earn college credit through the AP program. Topics include chemistry, cells, cellular respiration, photosynthesis, genetics, protein synthesis, DNA technology, evolution, anatomy and physiology of plants and animals, animal behavior, and ecology. This course consists of lectures, discussions, and twelve required labs. Students are required to take the AP exam offered in the spring.

**Advanced Placement Biology provide students with the opportunity to demonstrate proficiency in the following Science Graduation Standards:**

**Progressing:**

- 1. Physical Sciences: Structure/Properties Of Matter, Forces And Interactions**
- 8. Engineering, Technology, And Application of Science**

**Meets:**

- 3. Life Sciences: Structure, Function And Information Processing**
- 4. Life Sciences: Matter And Energy In Organisms and Ecosystems**
- 5. Life Sciences: Growth, Development, And Reproduction of Organisms, Natural Selection, And Adaptations**
- 8. Engineering, Technology, And Application of Science**

### **Chemistry CP Technical**

**Full year:** 1 credit

**Recommended year:** grade 11

The first semester focuses on basic chemical principles, such as the classification of matter, its properties, and the changes it undergoes. Topics covered also include atomic structure, trends in reactivity, reactions of acids and bases, and nuclear chemistry. The second semester focuses on practical applications of these concepts. Units covered include the chemistry of household items (plastics, detergents, carbonated beverages), pulp and paper, wastewater treatment, and batteries.

### **Chemistry CP**

**Prerequisite:** Algebra I (may be taken concurrently)

**Full year:** 1 credit

**Recommended year:** grades 11-12

Lab activities stress the development of technical skills and use the scientific method. Course requirements include problem assignments, lab reports and an individual research project. Topics covered include matter, energy, atomic structure, periodicity, phases of matter, chemical change, acids and bases, solutions, gas laws and electrochemistry.

### **Chemistry Honors**

**Prerequisite:** Algebra I and II (may be taken concurrently), Biology CP or Honors, 2.5 CGPA, and permission of the instructor.

**Full year:** 1.5 credits

Recommended year: grades 11-12

This class emphasizes deductive reasoning and the scientific method and is designed for the student planning to enter a science related field. Well-developed math skills are essential for success in this lab-oriented course. Topics covered include atomic structure, molecular geometry, chemical bonding, periodicity, kinetics, equilibrium, gas laws, acids and bases, solutions, kinetic theory and electrochemistry. A minimum grade of an 80 must be maintained for each quarter or the student will be asked to move to CP Chemistry.

Chemistry Technical CP, Chemistry CP, and Chemistry Honors provide students with the opportunity to demonstrate proficiency in the following Science Graduation Standards:

**Progressing:**

**8. Engineering, Technology, And Application of Science**

**Meets:**

**1. Physical Sciences: Structure/Properties Of Matter, Forces And Interactions**

**8. Engineering, Technology, And Application of Science**

### **Physics CP Technical**

Prerequisite: Algebra I

Full year: 1 credit

Recommended year: grades 11-12

The primary purpose of the course is to introduce students to the world of technology and engineering. Through practical, real-world connections and hands-on activities the class provides opportunities to understand how science, mathematics, and engineering are part of the everyday world, and why it is important for every citizen to be technologically and scientifically literate.

### **Physics CP**

Prerequisite: Algebra I, Geometry

Full year: 1 credit

Recommended year: grades 11-12

This is a college preparatory class designed to provide background in the field of physics. Units studied include kinematics, dynamics, work and energy, optics, electricity, and magnetism. Requirements include writing lab reports and keeping a notebook of questions and problems.

### **Advanced Placement Physics 1**

Prerequisite: Algebra II, Chemistry CP, 2.5 CGPA, and permission of the instructor

Full year: 1.5 credits

Recommended year: grade 12

This course is designed to provide the background needed to prepare to major in a scientific area such as physics, engineering, or medicine. It requires highly developed mathematical and reasoning skills. AP Physics 1: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Students are required to take the AP exam offered in the spring.

### **General Physics – PHY 111**

Prerequisite: Must be a Bridge Program participant, CHY 101

Full year: 1 MVHS credit and 3 University of Maine credits

Recommended year: grade 12

An introduction to the principles of mechanics, energy, heat, sound and the properties of matter. Designed for science majors as well as premedical and pre dental students. No calculus will be used. A working knowledge of algebra and trigonometry is required.

Physics Technical CP, Physics CP, and Advanced Placement Physics I and General Physics provide students with the opportunity to demonstrate proficiency in the following Science Graduation Standards:

Progressing:

1. Physical Sciences: Structure/Properties Of Matter, Forces And Interactions

Meets:

1. Physical Sciences: Structure/Properties Of Matter, Forces And Interactions

2. Physical Sciences: Energy, Waves, And Electromagnetic Radiation

8. Engineering, Technology, And Application of Science

### **Horticulture I CP (Botany)**

Full year: 1 credit

Recommended year: grades 9-12

This course focuses on plants and greenhouse operation. It provides an introduction to all aspects of propagating, growing, and using plants and plant materials.

### **Horticulture II CP (Advanced Botany)**

Prerequisite: Horticulture I or Administrative Approval

Full year: 1 credit

Recommended year: grades 10-12

This course involves the student in all aspects of greenhouse operation and management. In addition, cold frame designs and uses are studied; experimental vegetable gardens are planned and planted; raised beds are constructed; and basic landscaping concepts are introduced. An essential component of this course is the raising and collecting of heirloom seeds as part of a national network of seed-savers.

Horticulture I, and Horticulture II provide students with the opportunity to demonstrate proficiency in the following Science Graduation Standards:

Progressing:

4. Life Sciences: Matter and Energy in Organisms and Ecosystems

5. Life Sciences: Growth, Development, and Reproduction of Organisms, Natural Selection, and Adaptations

8. Engineering, Technology, And Application of Science

### **Human Anatomy and Physiology Honors**

Prerequisite: Biology CP and Chemistry CP recommended, 2.5 CPGA and permission of the instructor

Full year: 1.5 credits

Recommended year: grade 12

This is an honors level course designed to prepare those students interested in entering a medical or life science field. The human body systems, diseases/disorders of the body, and careers related to the health profession are covered in this course. A research paper is required, using research obtained in class via the Internet. Computer proficiency is necessary for success in this course.

Human Anatomy and Physiology Honors provides students with the opportunity to demonstrate proficiency in the following Science Graduation Standards:

Introduce:

4. Life Sciences: Matter And Energy In Organisms And Ecosystems

Progressing:

3. Life Sciences: Structure, Function And Information Processing

5. Life Sciences: Growth, Development, And Reproduction Of Organisms, Natural Selection, And Adaptations

Meets:

3. Life Sciences: Structure, Function And Information Processing

4. Life Sciences: Matter And Energy In Organisms And Ecosystems

## **Marine Science**

Prerequisite: Biology

Full year: 1 credit

Recommended year: grades 11-12

This elective class focuses on the ocean and the coast of Maine. Subjects covered include the ecology of marine environments, physical oceanography, a thorough survey of marine life, ocean geology and humans' impact on the ocean ecosystem. This class requires strong lab skills and the ability/willingness to research information outside of class. When possible, field trips will be incorporated into the class.

Marine Science provides students with the opportunity to demonstrate proficiency in the following Science Graduation Standards:

Progressing:

4. Life Sciences: Matter And Energy In Organisms And Ecosystems

## **Basic Science I**

Full year: 1 credit

Recommended year: grade 9

This course is an introduction to the various fields of science designed to prepare students for upper level science courses. Earth science, critical thinking skills, science vocabulary, safety, laboratory practices, and scientific research and communication will be emphasized.

## **Basic Science II**

Full year: 1 credit

Recommended year: grade 10

This course builds on what was learned in Practical Science I with an increased emphasis on biology, matter, energy and living systems.

## **Basic Science III**

Full year: 1 credit

Recommended year: grade 11

This course continues to develop the student's understanding of science with a focus on the basics of chemistry including the atom, chemical properties, chemical reactions, and the periodic table.

## **Basic Science IV**

Full year: 1 credit

Recommended year: grade 12

This course continues to develop the student's understanding of science with a focus on the basics of physics with a focus on the relationship between motions and force, energy, gravity and electricity.

## SOCIAL STUDIES

Social studies courses emphasize essential core understandings and skills, which students need to master in order to function as an effective citizen in a democratic society and a globally interdependent world. Students are encouraged to work beyond the required credits to expand and deepen their core knowledge of our nation's heritage, to understand other cultures, and to acquire important social science concepts and life skills. Students are required to complete three credits in social studies including one credit in World History, one credit in U.S. History, one half credit in Government and one half credit in Economics.

For additional information on the Maine Learning Results, Social Studies Standards please visit the following website: <http://www.maine.gov/education/lres/pei/ss102207.pdf>

Starting with the graduating class of 2018 all students must demonstrate proficiency in the following Social Studies Graduation Standards:

1. Applications of Social Studies Processes, Knowledge, and Skills
2. Civic Engagement
3. Civics and Government
4. Economics
5. Geography
6. History

For additional information on the Social Studies Graduating Standards please visit the following website: <http://www.maine.gov/doc/proficiency/standards/socialstudies.pdf>

### World History CP

Full year: 1 credit

Recommended year: grade 9

This survey course emphasizes the development of major civilizations from ancient times up to the modern era. Students explore ancient, classical and medieval history in a number of areas including Europe, Asia, and Africa. Students will focus on essential themes and understandings including political systems; time, continuity and change; and the development of human civilizations with an emphasis on how belief systems influence civilizations. The second semester will focus on the advantages and disadvantages of European modernization. Students develop an appreciation for the historical development of democratic values and institutions from a Western perspective. Students will learn and apply critical reading, writing, and thinking skills through primary source analysis, academic research, essay writing, and debates.

### World History Honors

Full year: 1 credit

Recommended year: grade 9

The honors curriculum is a more rigorous program that uses more primary source material and other reading material at or above grade level.

World History CP and World History Honors provide students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

Introduce:

1. Applications of Social Studies Processes, Knowledge, and Skills
3. Civics and Government
5. Geography
6. History

## **Advanced Placement Human Geography**

Prerequisite: Incoming freshmen must have demonstrated the ability to work at an advanced level and receive permission from the instructor. Current MVHS students must have a 2.5 CGPA, and permission of the instructor.

Full year: 1 credit

Recommended year: grades 9-12

This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization. They will also learn about the methods and tools geographers use in their science and practice. Students will be required to take the AP Human Geography exam offered in the spring. Students can take this course in place of World History or as an elective.

AP Human Geography provides students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

Introduce:

1. Applications of Social Studies Processes, Knowledge, and Skills
2. Civic Engagement
3. Civics and Government

Progressing:

2. Civic Engagement
3. Civics and Government
6. History

Meets:

5. Geography

## **20th Century Asia (1914-1945) CP**

One semester: 1/2 credit

Recommended year: grades 10 - 12

Recommended: Grade 10 elective

This course focuses on Asia in the first half of the twentieth century with an emphasis on Japan's rise to power, the Second World War in Asia, and the spread of communism after the war. The course will examine political, social, and economic factors that shaped the course of events along the Pacific Rim. The course will examine the strategies and tactics of various military leaders and the significance of well-known battles. In addition, the course will explore connections between current political and economic factors and past events.

## **20th Century Europe (1914-1945) CP**

One semester: 1/2 credit

Recommended year: grades 10 - 12

Recommended: Grade 10 elective

This course explores Europe in the age of two world wars focusing on the causes and long-term consequences. The course will explore the concurrent political and economic problems that created various alliances before, during, and after this crucial period.

20<sup>th</sup> Century Europe CP and 20<sup>th</sup> Century Asia CP provide students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

Progressing:

1. Applications of Social Studies Processes, Knowledge, and Skills
2. Civic Engagement
3. Civics and Government
4. Economics
5. Geography
6. History

## **Maine History CP**

One semester: 1/2 credit

Recommended year: grades 10-12

Recommended: grade 10

This course explores life in northern New England from pre-history Wabanaki culture to current issues facing Maine and its future. Topics to be discussed include historic and ongoing contributions of Wabanakis, immigration trends and influences, military conflicts, economic trend, and how geography has affected culture in Maine.

Maine History CP provides students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

**Progressing:**

1. Applications of Social Studies Processes, Knowledge, and Skills
2. Civic Engagement
3. Civics and Government
4. Economics
5. Geography
6. History

## **U.S. History CP**

Full year: 1 credit

Recommended year: grade 11

This course will survey the history of the United States from pre-European contact to the modern era. Particular attention will be given to our expanding nation, political parties, competing economic interests, and the Supreme Court. Throughout the year, individuals who have made a significant impact upon the political, economic, and social developments of civilization will be closely examined. This course moves at an accelerated pace and includes a long-term research project.

U.S. History CP provides students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

**Progressing:**

2. Civic Engagement
3. Civics and Government
4. Economics

**Meets:**

1. Applications of Social Studies Processes, Knowledge, and Skills
5. Geography

## **College U.S. History to the Civil War - Dual Enrollment**

Prerequisite: Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

One semester: ½ MVHS credit, and 3 Thomas College credits

This course covers the development of the United States from early colonization. The values of democracy, the Revolutionary Period, Jeffersonian Democracy, slavery, sectionalism, the Civil War, and Reconstruction are discussed. (Thomas College Course Number - HG 321)

## **College U.S. History Since the Civil War – Dual Enrollment**

Prerequisite: HG 321, Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

One semester: ½ MVHS credit, and 3 Thomas College credits

Westward expansion, industrialization, imperialism, World War I, the Twenties and Thirties, World War II, and the post-World War II period are discussed. Emphasis is on cultural, economic, and political developments. (Thomas College Course Number - HG 322)

College U.S. History to the Civil War and College U.S. History Since the Civil War provide students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

**Progressing:**

2. Civic Engagement
3. Civics and Government
4. Economics

**Meets:**

1. Applications of Social Studies Processes, Knowledge, and Skills
5. Geography
6. History

### **Advanced Placement U.S. History**

Prerequisite: 2.5 CGPA, and permission of the instructor.

Full year, one credit

Grade Level: grade 11

The course will survey the history of the United States from the colonial era to modern times, focusing on expository essay writing and the DBQ (Document Based Question) method of inquiry. This course will examine the state, local and federal structures in the U.S., the role of the citizen in a democracy, and foreign government. The topics of civil disobedience and international diplomacy will be infused throughout the curriculum. This course covers a college-level curriculum at an advanced pace. Students will be required to take the AP exam offered in the spring.

Advanced Placement U.S. History provides students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

**Progressing:**

2. Civic Engagement
3. Civics and Government
4. Economics

**Meets:**

1. Applications of Social Studies Processes, Knowledge, and Skills
3. Civics and Government
5. Geography
6. History

### **United States History I – HTY 103**

Prerequisite: Student must be a member of the Bridge Program, MES 101

Full year: 1 MVHS credit, and 3 University of Maine credits

Recommended year: grade 12

Examines the historical experiences of the American people through the major ideas and forces that have shaped the republic. Focus on the exploration of America through post-Civil War Reconstruction.

United States History I provides students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

**Progressing:**

2. Civic Engagement
3. Civics and Government
4. Economics
5. Geography

**Meets:**

1. Applications of Social Studies Processes, Knowledge, and Skills
2. History

## **Psychology CP**

One semester: 1/2 credit

Recommended year: grades 11-12

This course will address the ways in which psychology benefits society and improves people's lives. Human attitudes, values, and behavior will be examined in depth. Particular emphasis will be given to the importance of cultural diversity in understanding human behavior and interactions. Students will develop critical thinking skills, learn to support their verbal and written arguments with evidence from legitimate sources, and integrate course knowledge with other disciplines of study. Discipline-specific writing and outside reading of texts and journals will be required. Course domains and content areas will be based on the 2011 Standards for High School Psychology as developed by the American Psychological Association.

Psychology CP provides students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

Progressing:

1. Applications of Social Studies Processes, Knowledge, and Skills
2. Civic Engagement
3. Civics and Government
5. Geography

## **College General Psychology – Dual Enrollment**

Prerequisites: Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

One semester: ½ MVHS credit, and 3 Thomas College credits

This course introduces the scientific study of behavior. It deals with such topics as learning, memory, motivation, consciousness, emotions, perceptions and experience, personality, interpersonal relations, conflict, and research methods. (Thomas College Course Number- PSY111)

## **College Introduction to Criminal Justice – Dual Enrollment**

Prerequisites: Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

One semester: ½ MVHS credit, and 3 Thomas College credits

This introductory course is designed to provide the student an introduction to the structure and operation of law enforcement, prosecution, the courts, and corrections. Subject areas to be covered will include knowledge of terminology, classification systems, trends and theories of criminal justice.

Upon completion of this course, students will be able to: Identify the major goals of the criminal justice system to include: guaranteeing due process, crime prevention, protection of life and property, apprehension of the offender, enforcement of the law, and equal justice • List and explain the major components of the criminal justice system • Discuss the major agencies within each of the criminal justice system components • Identify the primary function, jurisdiction and area of potential mutual assistance between federal, state and local law enforcement agencies • Define the typical series of events involved in the detection and prosecution of a crime • Define key terms related to the processing of criminal defendants • Identify the divisions of the Maine Court System, their functions and methods for appeal • Identify the major elements of court procedure for trying and sentencing criminal offenders. (Thomas College Course Number - CJ121)

### **College Principles of Sociology- Dual Enrollment**

Prerequisites: Junior or Senior Status, 2.5 CGPA, and permission of the instructor.

One semester: ½ MVHS credit, and 3 Thomas College credits

Recommended year: grades 11-12

This course introduces the principles and concepts necessary for understanding the nature of society and culture. Special emphasis is placed upon the structure of economic, political, familial, religious, and other societal organizations. (Thomas College Course Number - SY113)

College General Psychology, College Introduction to Criminal Justice and College Principles of Sociology provide students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

Progressing:

2. Civic Engagement
3. Civics and Government

Meets:

1. Applications of Social Studies Processes, Knowledge, and Skills

### **Geography through Current Events CP**

One semester: ½ credit

Recommended year: grades 10-12

Recommended: grade 10 elective

This course will focus on using current events to explore the concepts of geography. The course will examine how humans and their interactions with each other and their environment shape world events. Local, state, national, and international current events will be discussed. Current events will be used as a stepping off point to discuss how cultural characteristics make specific regions of the state, country, and world distinctive.

Geography through Current Events provide students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

Progressing:

1. Applications of Social Studies Processes, Knowledge, and Skills
2. Civic Engagement
3. Civics and Government
5. Geography
6. History

### **Economics CP**

One semester: 1/2 credit

Recommended year: grade 12

This course addresses the principles of both microeconomics and macroeconomics and their application to modern economic issues. Lessons will include economic decision-making by individuals and firms, markets and pricing, employment, income distribution, the role of government intervention in markets, and monetary/fiscal policy. Students will discuss the implications of various economic revolutions, trends and the future of economic development. This course moves at an accelerated pace and includes a long-term research project. It requires strong reading and writing skills and discipline to complete nightly reading and note-taking assignments.

## **Advanced Placement Economics (Microeconomics /Macroeconomics)**

Prerequisites: 2.5 CGPA, and permission of the instructor.

Full year: 1 credit (meets Economics requirement)

Recommended year: grade 12

Microeconomics studies the principles that apply to the individual decision maker. Emphasis is placed on supply and demand, product markets, factor markets, costs, revenue, and profit and market structures. Macroeconomics studies the principles that apply to an economic system as a whole. Emphasis is placed on aggregate supply and demand, GDP, inflation, unemployment, fiscal policy, monetary policy, and international economics. This is a college-level curriculum with an advanced pace and complex material. The College Board offers two separate examinations in economics: one in microeconomics and one in macroeconomics for a total of 6 possible college credits. Students will be required to take either the AP microeconomics, or AP macroeconomics exam in offered in the spring, and are encouraged to take both.

CP Economics and Advanced Placement Economics provide students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

Progressing:

2. Civic Engagement
3. Civics and Government

Meets:

1. Applications of Social Studies Processes, Knowledge, and Skills
4. Economics

## **Government CP**

One semester: 1/2 credit

Recommended year: grade 12

This course will examine the state, local and federal structures in the U.S., the role of the citizen in a democracy, and foreign government. The topics of civil disobedience and international diplomacy will be given special attention. This course moves at an accelerated pace and includes a long-term research project. It requires strong reading and writing skills and discipline to complete nightly reading and note-taking assignments.

## **Advanced Placement U.S. Government and Politics**

Prerequisites: 2.5 CGPA, and permission of the instructor.

One semester (fall): ½ credit (meets Government requirement)

Recommended year: grades 10-12

This course is intended to be the equivalent of a one-semester college introductory course in United States government and politics. We will cover six units including constitutional underpinnings, political beliefs and behaviors, political parties, the three branches of government and bureaucracy, public policy, and civil rights. There will be extensive reading, several exams, and written reports. Students will be required to take the AP exam offered in the spring.

CP Government and Advanced Placement U.S. Government and Politics provide students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

Progressing:

4. Economics

Meets:

1. Applications of Social Studies Processes, Knowledge, and Skills
2. Civic Engagement
3. Civics and Government

## **A Seminar on Global Issues**

One Semester: 1/2 Credit

Recommended Years: Grades 10-12

This course revolves around the topic of the Camden Conference, a global issues conference held annually in Camden, Maine. Each year, the seminar will spend time preparing for the conference through discussions, readings, and various assessments. Upon the conclusion of the conference, the seminar will break down conference material and use knowledge attained to develop a research paper to be submitted to the Camden Conference. This course will move at a deliberate pace and may include rigorous reading and writing assignments.

A Seminar on Global Issues provides students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

Progressing:

1. Applications of Social Studies Processes, Knowledge, and Skills
2. Civic Engagement
3. Civics and Government
5. Geography
6. History

## **Personal Finance (The Business of Living)**

One semester: 1/2 credit

Recommended year: grades 11-12

This course is designed to provide students with practical skills for living independently. Students gain knowledge about problem solving and defining their goals (e.g., selecting housing, credit cards, credit rating, financial institutions, shopping, preparing food, etc.)

Personal Finance provides students with the opportunity to demonstrate proficiency in the following Social Studies Graduation Standards:

Progressing:

1. Applications of Social Studies Processes, Knowledge, and Skills
2. Civic Engagement
4. Economics

## WORLD LANGUAGES

Proficiency in a modern language enables direct communication with peoples of other cultures, in addition to helping students gain insight into their own language. Career opportunities in business, law, medicine, and engineering are enhanced with knowledge of a world language. Spanish and French are among the most common non-English languages used in international commerce. Success in another language is the result of a combination of ability and personal interest in a world language. Students will demonstrate proficiency in the four skill areas of listening, speaking, reading, and writing, as well as an understanding of the target language culture(s).

Students will benefit greatly from studying and learning one world language for as many years as possible. Teachers recommend that students begin only one spoken language at a time.

For additional information on Maine Learning Results, World Languages standards please visit the following website: [http://www.maine.gov/education/lres/pei/wld\\_lang102207.pdf](http://www.maine.gov/education/lres/pei/wld_lang102207.pdf)

Starting with the graduating class of 2018 all students must demonstrate proficiency in the following World Languages Graduation Standards:

**Interpersonal Communication**  
**Interpretive Communication**  
**Presentational Communication**  
**Comparison of Practices, Products and Perspectives**  
**Communities**

For additional information on the World Languages Graduation Standards please visit the following website: <http://www.maine.gov/doe/proficiency/standards/world-languages.pdf>

### **French I CP**

Full year: 1 credit

This introductory course offers an opportunity to learn to communicate in French and to develop an appreciation for the cultural diversity of the Francophone world. Emphasis is on listening comprehension and spoken French, with secondary emphasis on writing and reading. Conversational skills and cultural awareness are emphasized through videos and audio exposure to real life situations. Basic vocabulary, grammar, and idioms are learned while practicing correct pronunciation and intonation patterns. Paired and small group activities reinforce the acquisition of communication skills.

### **French I Honors**

Full year: 1 credit

This class is designed to explore introductory French at a faster pace and greater depth, encouraging independent work and additional linguistic and cultural activities.

*The learning goals for French I CP, and French I Honors are for students to demonstrate a basic understanding of the target culture and language through simple conversations, short readings, and writings.*

French I CP and French I Honors provide students with the opportunity to demonstrate proficiency in the following World Language Graduation Standards:

**Introduce:**  
**Interpersonal Communication**  
**Interpretive Communication**

**Presentational Communication**  
**Comparison of Practices, Products and Perspectives**  
**Communities**

**Progressing:**  
**Interpersonal Communication**  
**Interpretive Communication**  
**Presentational Communication**  
**Comparison of Practices, Products and Perspectives**  
**Communities**

## **Exploratory French I**

Full year: 1 credit

Recommended year: grade 9 or 10

This course is designed as a standards referenced course that provides students with an exposure to the French language and the opportunity to meet the MVHS World Language graduation standards. This course is not designed to meet the foreign language courses, required by many four-year colleges. Students who enroll in Exploratory French and decide to pursue study of the French Language would be required to enroll in French I CP.

**Exploratory French I provides students with the opportunity to demonstrate proficiency in the following World Language Graduation Standards:**

**Meets:**

**Interpersonal Communication**  
**Interpretive Communication**  
**Presentational Communication**  
**Comparison of Practices, Products and Perspectives**  
**Communities**

## **French II CP**

Prerequisite: French I

Full year: 1 credit

French II is designed to fulfill the minimum entrance requirement for most colleges. French II continues from where French I ended. Many of the same types of activities are practiced at a more advanced level. High interest situations continue to be the basis for culture, new structures, and new vocabulary. There is increased emphasis on grammar, reading, and writing during the second year. The course includes activities designed to familiarize students with cultural aspects of the French-speaking world.

## **French II Honors**

Prerequisite: French I

Full year: 1 credit

French II Honors is designed for students who have a strong interest in foreign language and who intend to advance to French III. French II Honors continues from where French I ended the previous year. Many of the same types of activities that were practiced in French I will be continued, but with increasing emphasis on advanced communication including extensive vocabulary and complex grammatical constructions. Cultural enrichment such as films entirely in French will enhance the program.

*The learning goals for French II CP and French II Honors are for students to demonstrate a deeper understanding of the target culture, and to demonstrate proficient skill communicating in the target language using appropriate present and past verb tenses.*

**French II CP and French II Honors provide students with the opportunity to demonstrate proficiency in the following World Language Graduation Standards:**

**Meets:**

**Interpersonal Communication**  
**Interpretive Communication**  
**Presentational Communication**  
**Comparison of Practices, Products and Perspectives**  
**Communities**

### **French III Honors**

Prerequisite: French II CP or Honors

Full year: 1 credit

French III Honors students review and master the concepts and skills learned in levels I and II including listening comprehension, oral communication, verb conjugations, sentence structure, and use of idioms. This course offers the serious student opportunities to acquire more sophisticated grammatical and conversational patterns and is conducted primarily in French. Various readings in French as well as videos and films are used to broaden literary and cultural insights. Dialogues, skits, and short writing assignments in French reinforce and enhance linguistic skills. Extracurricular travel to French-speaking locales may be offered.

*The learning goals for French III Honors are for students to demonstrate an understanding of similarities and differences between the target culture and their own. Students will also be able to briefly discuss some everyday topics in the target language.*

### **French IV Honors**

Prerequisite: French III Honors

Full year: 1 credit

The aim of French IV Honors is to prepare a student to be proficient enough to survive where French is spoken. Many materials are used including a basic text, novels, newspapers, magazines, short stories, and poetry. The class is conducted primarily in French, emphasizing conversational skills along with reading and writing proficiency. French IV Honors is designed for those with a sincere interest in using French as a second language.

*The learning goals for French IV Honors are for students to demonstrate a knowledge and understanding of cultural differences and traditions. They will be able to speak more extemporaneously about everyday topics. They will also be able to summarize texts and/or situations in the target language.*

### **Spanish I CP**

Full year: 1 credit

This introductory course offers the student an opportunity to learn to communicate in Spanish and to develop an appreciation for the cultural diversity of the Spanish-speaking world. Emphasis is on listening comprehension and spoken Spanish, with secondary emphasis on reading and writing. Conversational skills and cultural awareness are built through audio and video exposure to real life situations. With the goal of mastering elementary communication, students learn basic vocabulary, grammar, and idioms while practicing correct pronunciation and intonation patterns. Paired and small group activities reinforce the acquisition of communication skills.

## **Spanish I Honors**

Full year: 1 credit

This class is designed to explore introductory Spanish at a faster pace and greater depth, encouraging independent work and additional linguistic and cultural activities.

*The learning goals for Spanish I CP, and Spanish I Honors are for students to demonstrate a basic understanding of the target culture and language through simple conversations, short readings, and writings.*

**Spanish I CP and Spanish I Honors provide students with the opportunity to demonstrate proficiency in the following World Language Graduation Standards:**

**Introduce:**

**Interpersonal Communication**

**Interpretive Communication**

**Presentational Communication**

**Comparison of Practices, Products and Perspectives**

**Communities**

**Progressing:**

**Interpersonal Communication**

**Interpretive Communication**

**Presentational Communication**

**Comparison of Practices, Products and Perspectives**

**Communities**

## **Exploratory Spanish I**

Full year: 1 credit

Recommended year: grade 9 or 10

This course is designed as a standards referenced course that provides students with an exposure to the Spanish language and the opportunity to meet the MVHS World Language graduation standards. This course is not designed to meet the foreign language courses required by many four-year colleges. Students who enroll in Exploratory Spanish and decide to pursue study of the Spanish Language would be required to enroll in Spanish I CP.

**Exploratory Spanish I provides students with the opportunity to demonstrate proficiency in the following World Language Graduation Standards:**

**Meets:**

**Interpersonal Communication**

**Interpretive Communication**

**Presentational Communication**

**Comparison of Practices, Products and Perspectives**

**Communities**

## **Spanish II CP**

Prerequisite: Spanish I

Full year: 1 credit

Spanish II is designed for students who wish to take a second year of language to fulfill the minimum entrance requirement for many colleges. Spanish II continues from where Spanish I ended the previous year. Many of the same types of activities are practiced at a more advanced level and a faster pace. High interest situations continue to be the basis for culture, new structures, and new vocabulary. There is increased emphasis on grammar, reading and writing during this second year. The course includes activities designed to familiarize students with cultural aspects of the Spanish-speaking world as well as enhance their ability to communicate with native speakers.

## **Spanish II Honors**

Prerequisite: Spanish I

Full year: 1 credit

Spanish II Honors is designed for students who have a strong interest in foreign language and who intend to advance to Spanish III. Spanish II Honors continues from where Spanish I ended the previous year. Many of the same types of activities that were practiced in Spanish I are continued, but with increasing emphasis on advanced communication including extensive vocabulary and complex grammatical constructions. Cultural enrichment including films entirely in Spanish and guest speakers, when available, enhance the program.

*The learning goals for Spanish II CP and Spanish II Honors are for students to demonstrate a deeper understanding of the target culture, and to demonstrate proficient skill communicating in the target language using appropriate present and past verb tenses.*

Spanish II CP and Spanish II Honors provide students with the opportunity to demonstrate proficiency in the following World Language Graduation Standards:

**Meets:**

**Interpersonal Communication**

**Interpretive Communication**

**Presentational Communication**

**Comparison of Practices, Products and Perspectives  
Communities**

## **Spanish III Honors**

Prerequisite: Spanish II CP or Honors

Full year: 1 credit

Spanish III Honors students review and master the concepts and skills learned in Levels I and II including listening, comprehending, communicating, verb conjugations, sentence structure, and use of idioms. This course offers the serious student opportunities to acquire more sophisticated grammatical and conversational patterns and is conducted primarily in Spanish. Various readings in Spanish as well as videos and films are used to broaden literary and cultural insights. Dialogues, skits, and short writing assignments in the target language reinforce and enhance linguistic skills. Extracurricular travel to Spanish-speaking locales may be offered. Guest speakers, when available, offer further enrichment opportunities.

*The learning goals for Spanish III Honors are for students to demonstrate an understanding of similarities and differences between the target culture and their own. Students will also be able to briefly discuss some everyday topics in the target language.*

## **Spanish IV Honors**

Prerequisite: Spanish III Honors

Full year: 1 credit

The goal of Spanish IV Honors is to enable the serious student of the language to become proficient enough to survive where Spanish is spoken. Successful completion of Spanish IV

provides the possibility of entering college classes in this language at the intermediate level. The class is conducted primarily in Spanish. Curriculum includes more advanced literary, cultural, and historical readings, as well as current events from a variety of primary Peninsular Spanish and Latin American sources. Opportunities to travel to Spanish-speaking locales are included. Spanish IV is designed for those with a sincere interest in using Spanish as a second language and/or of continuing the study of Spanish at a more advanced level in college.

*The learning goals for Spanish IV Honors are for students to demonstrate a knowledge and understanding of cultural differences and traditions. They will be able to speak more extemporaneously about everyday topics. They will also be able to summarize texts and/or situations in the target language.*

### **Interpretive Communication - American Sign Language I**

One semester: 1/2 credit

Recommended year: grades 10-12

The focus of this course is an introduction to American Sign Language (ASL). ASL grammar, development of a signing environment, and a cross-culture communication is stressed. Active participation in vocabulary acquisition and basic conversation is expected. Opportunities for experiences in the deaf community are offered when available. An effort is made to provide awareness of career opportunities in the fields of ASL interpreting and advocacy for the deaf community. Researching and reporting on some topics related to the history and use of ASL or aspects of deaf culture is expected.

**Interpretive Communication ASL I provides students with the opportunity to demonstrate proficiency in the following World Language Graduation Standards:**

**Introduce:**

**Interpersonal Communication**

**Interpretive Communication**

**Presentational Communication**

**Comparison of Practices, Products and Perspectives  
Communities**

**Progressing:**

**Interpersonal Communication**

**Interpretive Communication**

**Presentational Communication**

**Comparison of Practices, Products and Perspectives  
Communities**

### **Interpretive Communication - American Sign Language II**

One semester: 1/2 credit

Recommended year: grades 10-12

American Sign Language (ASL) II expands on what was learned in ASL I. ASL grammar, development of a signing environment, and a cross-culture communication environment are reinforced. Continued participation in vocabulary acquisition and intermediate level conversation is expected. Opportunities for experiences in the deaf community are offered when available. An effort is made to provide awareness of career opportunities in the fields of ASL interpreting and advocacy for the deaf community. Researching and reporting on some topics related to the history and use of ASL or aspects of deaf culture is expected.

**Interpretive Communication ASL II provide students with the opportunity to demonstrate proficiency in the following World Language Graduation Standards:**

**Meets:**

**Interpersonal Communication**  
**Interpretive Communication**  
**Presentational Communication**  
**Comparison of Practices, Products and Perspectives**  
**Communities**

## VISUAL, PERFORMING AND APPLIED ARTS

The fine and applied arts department is comprised of art, photography, drama, music, family and consumer science, communication technology, filmmaking, and technology education. Fine and applied arts courses are designed to give students the opportunity to apply their knowledge and learned skills to produce practical and personally creative work. A hands-on approach challenges students to solve problems in real life situations. All fine and applied arts courses beyond the one credit requirement are elective courses. For additional information on the Maine Learning Results Visual and Performing Arts Standards, please visit the following website: <http://www.maine.gov/education/lres/pei/vpa102207.pdf>

Starting with the graduating class of 2018 all students must demonstrate proficiency in the following Visual, Performing and Applied Arts Graduation Standards:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

For additional information on the Visual and Performing Arts Graduation Standards please visit the following website: <http://www.maine.gov/doe/proficiency/standards/visual-performing-arts.pdf>

## VISUAL ARTS

### Foundations of Art I

One semester: 1/2 credit

Recommended year: grades 9-12

This course is an introduction to two-dimensional design and is open to all students interested in the visual arts. Students will explore a series of design exercises that apply creative problem solving in the visual arts. Students will develop a working vocabulary to analyze and critique works of art they have produced. There will be an emphasis on black and white design the first quarter and color work the second quarter.

### Foundations of Art II

Prerequisite: Foundations of Art I

One semester: 1/2 credit

Recommended year: grades 9-12

With an emphasis on drawing and painting this course will introduce students to a broad range of materials through which they will learn a variety of techniques and methods of visual expression. There will also be an introduction to art history and art appreciation for students to analyze and critique the masterpieces of famous artists. This course is required for some advanced visual art course.

## **Studio Art**

Prerequisite: Foundations of Art II

Full year: 1 credit

Recommended year: grades 11-12

This course builds on the principles and elements mastered in Foundations of Art II, and is designed for students who want to pursue a serious study of art. A variety of new drawing, painting, printmaking and mixed media techniques will be introduced and explored.

## **Creative Design**

One semester: 1/2 credit

Recommended year: grades 9-12

This course will study the basics of art through work on two-dimensional and three-dimensional projects. The principles and elements of art will be explored through work projects that range from functional objects to aesthetic sculptural forms, with an emphasis on craftsmanship. Individual creative projects involving various skills and problem solving will help students develop a visual literacy that they can apply to everyday life.

## **Clay (Ceramics) I**

Full year: 1 credit

Recommended year: grades 9-12

Students will learn the process of both hand building and wheel throwing clay. Projects will range from utilitarian to sculptural. Students will learn about various types of clay, as well as clay preparation, recycling, firing, and glazing techniques. The emphasis will be on the use of clay but the course can also cover a variety of other sculptural media, including wood, plaster, wire, environmental, and found objects. This course will also develop critical thinking skills, problem solving and craftsmanship.

## **Clay (Ceramics) II**

Prerequisite: Clay I

Full year: 1 credit

Recommended year: grades 11-12

This course has students focus on building a personal style of clay work through either hand building or wheel throwing or a combination of the two. Projects will give direction and guidance to the class, but students may meet the goals of the assignments and still modify the process to meet their personal style criteria. Higher development of critical thinking skills, problem solving, excellent craftsmanship, and persistence as experienced through Clay I are course expectations.

## **Black and White Photography**

Prerequisite: Foundations of Art I or Creative Design

One semester: 1/2 credit

Recommended year: grades 11-12

This course will cover the basic techniques of black & white photography. Students will learn to use a 35mm camera, develop film print photographs, and present the finished product. The emphasis will be on photography as a fine art form. This course will also explore the historical significance of photography and its acceptance as an art form, with focus on specific artists past and present. There will be a demonstrated study of specific photographers and their art. It is suggested that students have access to their own 35mm non-digital cameras.

## **Advanced Photography**

Prerequisite: Black and White Photography or Digital Imaging

Full year: 1/2 credit

Recommended year: grades 11-12

This course will continue to introduce more advanced camera and darkroom techniques, but will also be designed to meet individual needs. Students will be expected to photograph school and community activities and to produce a portfolio at the end of each semester. Students will be invited to display their work in an exhibition setting. There will be a community service component with this course.

## **Digital Imaging**

Prerequisite: Foundations of Art I or Creative Design

One semester: 1/2 credit

Recommended year: grades 10-12

This course explores techniques for creating, enhancing, manipulating, and processing the digital image. Students will use images from computer files, scanned images, and original digital camera images. Technical issues, such as file format, file storage, and transfer will be addressed, as well as the creative and artistic possibilities of the digital image. Hardware and software used will include Photoshop, digital cameras, and scanners. Students should have access to their own digital camera.

## **Photojournalism**

Prerequisite: English II and I

One semester: 1/2 credit – may be taken in the fall and again in the spring

Recommended year: grades 11 (spring) and 12 (fall)

Photojournalism provides students an opportunity to develop and utilize the writing and design skills needed to produce publications including the MVHS yearbook, *Valley Echo*. The spring semester course begins with an introduction to press law and journalism ethics. Interviewing, feature writing, layout design, desktop publishing, proofreading and editing, advertising sales and design, and basic digital photography skills are all aspects of the spring semester. During the fall semester there are additional responsibilities for planning, organizing, and leading the production of the yearbook, serving as editors, section editors, photography editors, business managers, and advertising managers. The course requires both in-class and after school time.

Foundations of Art I, Foundations of Art II, Studio Art, Creative Design, Clay I, Clay II, Black and White Photography, Advanced Photography, Digital Imaging and Photojournalism provide students with the opportunity to demonstrate proficiency in the following Visual and Performing Arts Graduation Standards:

Introduce:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

Progressing:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

Meets:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

## **DRAMA**

### **Theater**

One semester: 1/2 credit

Recommended year: grades 9-12

This course is designed to give students an overview of voice training and acting techniques, improvisation and theater games, and play analysis and structure. Students will create works that reflect concepts and styles from their own and other cultures. This course is based upon Improvisation Through Theatre-Sports; a program developed by a consortium of actors who see improvisation as a sport and who have even developed a format for a worldwide acting "competition." Students will develop their improvisational acting skills through the techniques and activities in this course. This course may be taken only once for credit.

### **Video Production**

Prerequisite: Foundations of Art I or Creative Design

Full year: 1 credit

Recommended year: grades 10 - 12

This course will involve all aspects of video production including script writing, acting, interviewing, camera work, and video editing. Students will produce video programs to be used within the school and to be broadcast on public access channels. Students will also work in teams and individually on creative projects involving the basics of video composition. Film appreciation will also be part of the curriculum presenting an historical perspective of important films and filmmakers.

Theatre and Video Production provide students with the opportunity to demonstrate proficiency in the following Visual and Performing Arts Graduation Standards:

Introduce:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

Progressing:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

Meets:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

## MUSIC

### **Concert Band**

Prerequisite: Student must be able to play a wind or percussion instrument.

Full year: 1 credit

Recommended year: grades 9-12

This course is a wind and percussion ensemble open to all students who play an instrument. The ensemble focuses on the fundamentals of performance through a variety of literature. The ensemble performs in a minimum of three concerts per year as well as taking part in graduation ceremonies. Additionally, the ensemble may perform at home varsity basketball games and in local Memorial Day ceremonies. All students who play instruments are encouraged to sign up for this course.

### **Chorus**

Full year: 1 credit

Recommended year: grades 9-12

Chorus is open to all students, regardless of previous experience or ability. Instruction in breathing, vocal production, blending, sight-reading and tone color is given. Students are exposed to a wide variety of musical styles. The ensemble performs in a minimum of three concerts a year. The major emphasis is on developing an ensemble of the highest quality possible.

### **Beginning Piano**

One semester: 1/2 credit

Recommended year: grades 9-12

This course is for learning from the beginning how to play a keyboard instrument (piano) by using an electronic keyboard and headphones, and progressing at your own rate. Elements of music theory will be covered, and students will be able to play some tunes of their own choosing at a level consistent with their development. This course may also be available, with instructor's recommendation, to students who have engaged in study of the piano in the past.

### **Jazz Ensemble**

Prerequisite: Students must be able to play an instrument and read music. An audition may be required.

Full year: 1 credit

Recommended year: grades 10-12

This course is open to students who play an instrument typically found in a traditional jazz band (i.e. alto, tenor or baritone saxophone, trumpet, trombone, guitar, bass guitar, drums and piano.) Topics covered will include reading standard jazz charts and experimenting with improvisation. The ensemble will perform on several occasions throughout the year both in and outside of the school setting. All students interested in playing in a jazz band are encouraged to sign up for this course.

### **History of Rock & Roll**

One semester: 1/2 credit

Recommended year: grades 9-12

This class provides an in-depth study of rock and roll music. It investigates African and European musical traditions leading to the birth of rock and roll music in the 1950's. In addition, cultural, sociological, and political aspects of society are discussed in relationship to various

musical styles representative of 1950's to the present. Students will develop an understanding of musical expression and its influence on American culture.

**Concert Band, Chorus, Beginning Piano, Jazz Ensemble and History of Rock and Roll provide students with the opportunity to demonstrate proficiency in the following Visual and Performing Arts Graduation Standards:**

**Introduce:**

- 1. Disciplinary Literacy**
- 2. Creation, Performance, Expression**
- 3. Creative Problem Solving**
- 4. Aesthetics And Criticism**
- 5. Connections**

**Progressing:**

- 1. Disciplinary Literacy**
- 2. Creation, Performance, Expression**
- 3. Creative Problem Solving**
- 4. Aesthetics And Criticism**
- 5. Connections**

**Meets:**

- 1. Disciplinary Literacy**
- 2. Creation, Performance, Expression**
- 3. Creative Problem Solving**
- 4. Aesthetics And Criticism**
- 5. Connections**

## **FAMILY AND CONSUMER SCIENCE**

### **Foods & Nutrition I**

One semester: 1/2 credit

Recommended year: grades 9-12

Students will learn how to prepare food that will be delicious and also nutritious and will study major nutrients, their effects on the body, and appropriate food sources. Students will practice and apply cooking principles, as nutritious foods are prepared. Students will learn about time management, kitchen procedures and safety, as well as reasons for making wise food choices.

### **Foods & Nutrition II**

Prerequisite: Foods and Nutrition I

One semester: 1/2 credit

Recommended year: grades 9-12

Students will practice basic principles of food preparation, plan and prepare nutritious menus, and learn to spend the food dollar wisely. They will analyze food labels and learn to make healthy decisions. Students will also learn their rights as consumers.

### **Sampler I**

One semester: 1/2 credit

Recommended year: grades 9-12

A sampler in quilt making is a quilt made up of blocks containing different quilting patterns. This course is like a quilt; it is made up of different techniques and skills. We will learn about the

history of stenciling, basketry and quilting. There will be a hands-on opportunity to try each. We will also learn to knit, crochet, cake decorate and more. Students will learn skills they can take with them throughout their lives. This course can be taken only once for credit.

### **International Cuisine**

Prerequisite: Foods and Nutrition I, or administrative approval

One semester: 1/2 credit

Recommended year: grades 9-12

Come learn about the lands that have given us so many of our favorite foods and customs. Basic cooking principles will be applied as foods from countries such as Italy, China, Mexico, and Germany are studied. Willingness to prepare and appreciate new and ethnic foods is a requirement.

### **American Cookery**

Prerequisite: Foods and Nutrition I, or administrative approval

One semester: ½ credit

Recommended year: grades 9-12

Our country has attracted immigrants from every nation on earth. When settling the New World, these people brought with them treasured traditions, which included the cooking methods and foods characteristic of their native homelands. In sharing their knowledge with their new neighbors, a new cuisine was born. In a region-by-region study, students will learn what these people have contributed to our cuisine, way of life, and heritage. Food preparation activities are planned to help students apply the basic principles of cookery by these regional cuisines.

Sampler I, International Cuisine and American Cookery provide students with the opportunity to demonstrate proficiency in the following Visual and Performing Arts Graduation Standards:

Introduce:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

Progressing:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

Meets:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

### **Child Care and Development**

One semester: ½ credit

Recommended year: grades 10-12

Do you like children? Do you like working with children? Do you dream of someday running

your own daycare? Would you like to know more about children from infancy to grammar school age? This course is designed to give students information and skills to work with children. Students will learn about child development and build skills in first aid/CPR, emergency procedures, playtime, nutrition, and how to interact with children and parents. Students will work on communication skills, assessment, work ethic, and how to interview well. If you have any interest in children, this course is for you. (This course does not meet the fine art requirement)

## **TECHNOLOGY EDUCATION**

### **Survey of Technology I**

Full year: 1 credit

Recommended year: grades 9-10

This year long course is taught in four quarterly components: woodworking, metalwork, small engine technology and introduction to drafting. Students will explore basic skills, tools and techniques in the above areas as they apply to technology. The course is designed to appeal to both males and females and to provide a background for other technology courses. During the course, students will produce or repair a product in each of the four areas of focus. (This course does not meet the fine art requirement)

### **Survey of Technology II**

Prerequisite: Survey of Technology I

Full year: 1 credit

Recommended year: grades 10-12

This course is designed for those students that want to advance their understanding of woodworking, metalworking, small engines and electronics. Students will examine technology with a global view and consider ways to minimize the carbon footprint. Students will have the opportunity to improve their skill set in areas of individual interest including wood turning on the lathe, design and production of advanced joints, working with different wood, sheet metal geometry, metal pattern making, forging, engine repair, communicating with microprocessors, and robot design. (This course does not meet the fine art requirement)

### **Woodworking Technology**

Prerequisite: Survey of Technology or previous woodworking experience

Full year: 1/2 credit

Recommended year: grades 10-12

Individual projects will be selected to meet the needs of the individual regardless of skill level. Emphasis in this course will be placed on safety and proper tool use as well as quality of woodworking projects. Students will be provided with the basic materials required and additional materials may be purchased at cost. This course may be taken twice for credit.

Survey of Technology I, Survey of Technology II and Woodworking Technology provide students with the opportunity to demonstrate proficiency in the following Career and Education Development Graduation Standards:

Meets:

1. Self-Knowledge And Interpersonal Relationships
2. Education, Career, And Life Roles
3. Making Decisions, Utilizing A Planning Process, Creating Opportunities And Making Meaningful Contributions

## **Architectural Drawing and Design**

One semester: 1/2 credit

Recommended year: grades 9-12

This course will be a combination of the elements of architectural and design drawing. Emphasis will be on the design and architectural study of residential houses and types of technical drawings used in the world of work. Floor, elevation, plot, and foundation drawings as well as machine, structural and working drawings will be analyzed. Historical elements of design and function will be studied. Work will be done primarily on laptop computers using a variety of software. Accuracy, technique, and neatness will be emphasized.

Woodworking Technology and Architectural Drawing and Design provide students with the opportunity to demonstrate proficiency in the following Visual and Performing Arts Graduation Standards:

Introduce:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

Progressing:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

Meets:

1. Disciplinary Literacy
2. Creation, Performance, Expression
3. Creative Problem Solving
4. Aesthetics And Criticism
5. Connections

## **Introduction to Robotics**

One semester: 1/2 credit

Recommended year: grades 9-12

This course is designed for any student who has a strong interest in mechanical applications and how they work. Students need to be computer proficient and enjoy creating mechanical process from abstract ideas. Students will develop processes using the concepts of simple machines, techniques and a variety of control devices to implement these simple machines. Students will also study the basics of PLC (Programmable Logic Controller) and how PLC's influence the industrial environment. Students will learn to write simple computer programs that can be used to control the processes.

## **Advanced Robotics**

Prerequisite: Introduction to Robotics

One semester: 1/2 credit

Recommended year: grades 9-12

This course is intended to advance the study of robotics for students who have developed a strong interest in programmable remote controls particularly as they might apply to industry. Students will take basic concepts learned in Introduction to Robotics and begin applying them to advanced problem solving. Students will use servos, solenoids, and a variety of other control devices to manipulate simple machines. A major thrust will be placed on writing software and problem solving.

**Introduction to Robotics and Advanced Robotics provide students with the opportunity to demonstrate proficiency in the following Career and Education Development Graduation Standards:**

- 1. Self-Knowledge And Interpersonal Relationships**
- 2. Exploring Education, Career, And Life Roles**
- 3. Making Decisions, Utilizing A Planning Process, Creating Opportunities And Making Meaningful Contributions**

## **HEALTH and PHYSICAL EDUCATION**

Health and Physical Education are an integral part of the total educational program and together work to promote individual student wellness. The health program is designed to develop students' understanding of health by increasing their knowledge and awareness of the factors and choices that promote healthy living. The goals of the physical education program are the development of competence, confidence and persistence. We hope to encourage students to pursue physical fitness for a lifetime. The health and physical education programs draw on knowledge from the physical, biological, and behavioral sciences. Students must complete one credit of physical education and one half credit of health. For additional information on the Health Education and Physical Education MLR standards please visit the following website:

[http://www.maine.gov/education/lres/pei/he\\_pe102207.pdf](http://www.maine.gov/education/lres/pei/he_pe102207.pdf)

**Starting with the graduating class of 2018 all students must demonstrate proficiency in the following Health Education and Physical Education Graduation Standards:**

### **Health Standards:**

- 1. Health Concepts**
- 2. Health Information, Products, and Services**
- 3. Health Promotion and Risk Reduction**
- 4. Influences On Health**
- 5. Advocacy, Decision-Making and Goal-Setting Skills**

### **Physical Education Standards:**

- 1. Movement/Motor Skills and Knowledge**
- 2. Physical Fitness Activities and Knowledge**
- 3. Personal And Social Skills and Knowledge**

For additional information on the Health Education and Physical Education Graduation Standards please visit the following website: <http://www.maine.gov/doc/proficiency/standards/health-physical-education.pdf>

## **Health CP**

One semester: 1/2 credit

Recommended year: grades 9 - 10

Students will learn basic information and develop an understanding and appreciation of a lifestyle that promotes good health. The units addressed include personal and mental health, nutrition, growth and development, substance abuse, disease control and prevention, safety, environmental health, community health, and consumer health.

**Health CP provides students with the opportunity to demonstrate proficiency in the following Health Education Graduation Standards:**

### **Health Education**

#### **Introduce:**

- 1. Health Concepts**
- 2. Health Information, Products, And Services**
- 3. Health Promotion And Risk Reduction**
- 4. Influences On Health**
- 5. Advocacy, Decision-Making And Goal-Setting Skills Skills**

#### **Progressing:**

- 1. Health Concepts**
- 2. Health Information, Products, And Services**
- 3. Health Promotion And Risk Reduction**
- 4. Influences On Health**
- 5. Advocacy, Decision-Making And Goal-Setting Skills**

**Meets:**

- 1. Health Concepts**
- 2. Health Information, Products, And Services**
- 3. Health Promotion And Risk Reduction**
- 4. Influences On Health**
- 5. Advocacy, Decision-Making And Goal-Setting Skills**

### **Physical Education**

One semester: 1/2 credit

Recommended year: grades 9-10

This class is designed for all interests and ability levels. Activities include group sports, lifelong fitness activities, and individual programs. The majority of the grade is based on preparedness for class, including changing up and participation. Physical education may be taken more than twice for credit.

### **Advanced Physical Education**

Prerequisite: Two (2) semesters of physical education

Full year: 1 credit

Recommended year: grades 11-12

This is an elective course for those who are interested in improving their skills in the activities offered in fall and spring physical education courses.

### **Women and Weights**

One semester: 1/2 credit

Recommended year: grades 9-12

This is an elective course for those women who are interested in an opportunity to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today and as well as later in life. Students will be physically active in every class. This half credit course will count towards the required physical education credit. Various principles, methods, and techniques of weight training will be introduced to the students. It may be taken twice for credit.

### **Men and Weights**

One semester: 1/2 credit

Recommended year: grades 9-12

This is an elective course for those men who are interested in an opportunity to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today and as well as later in life. Students will be physically active in every class. This half credit course will count toward the required physical education credit. Various principles, methods, and techniques of weight training will be introduced to the students. It may be taken twice for credit.

### **Lifelong Wellness**

One semester: ½ credit

Recommended year: grades 9-12

The focus of this course is to develop an appreciation of a lifestyle that promotes good health. The emphasis is on proper nutrition and daily physical activity in order to improve one's overall state of wellbeing. This half credit course will count toward the required physical education credit. It may be taken twice for credit.

**Physical Education, Advanced Physical Education, Women and Weights, Men and Weights, and Lifelong Wellness provide students with the opportunity to demonstrate proficiency in the following Physical Education Graduation Standards:**

**Physical Education**

**Introduce:**

- 1. Movement/Motor Skills And Knowledge**
- 2. Physical Fitness Activities And Knowledge**
- 3. Personal And Social Skills And Knowledge**

**Progressing:**

- 1. Movement/Motor Skills And Knowledge**
- 2. Physical Fitness Activities And Knowledge**
- 3. Personal And Social Skills And Knowledge**

**Meets:**

- 1. Movement/Motor Skills And Knowledge**
- 2. Physical Fitness Activities And Knowledge**
- 3. Personal And Social Skills And Knowledge**

## **SPECIAL EDUCATION**

### **ENGLISH LANGUAGE ARTS**

#### **Practical English I**

Prerequisite: Must be recommended by IEP

Full year: 1 credit

Recommended year: grade 9

#### **Practical English II**

Prerequisite: Must be recommended by IEP

Full year: 1 credit

Recommended year: grade 10

#### **Practical English III**

Prerequisite: Must be recommended by IEP

Full year: 1 credit

Recommended year: grade 11

#### **Practical English IV**

Prerequisite: Must be recommended by IEP

Full year: 1 credit

Recommended year: grade 12

## **MATHEMATICS**

#### **Practical Math I**

Prerequisite: Must be recommended by IEP

Full year: 1 credit

Recommended year: grade 9

Students will work both individually and in groups to gain basic math skills in computation, problem recognition and problem solving. Improvement of basic operations, fractions, decimals, percentages and individualized work in other areas are available through the year

#### **Practical Math II**

Prerequisite: Must be recommended by IEP

Full year: 1 credit

Recommended year: grade 10

### **Practical Math III**

Prerequisite: Must be recommended by IEP

Full year: 1 credit

Recommended year: grade 11

### **Practical Math IV**

Prerequisite: Must be recommended by IEP

Full year: 1 credit

Recommended year: grade 12

## **LIFE SKILLS PROGRAM**

This program is designed for special needs students. Through the classroom and community-based settings students are given appropriate life skills in all eight content areas of the Maine Learning Results and their Guiding Principles. Academics, functional communication skills, leisure skills vocational training and self-help skills are provided. Life Skills is primarily a self-contained classroom with individualized programming and mainstreaming opportunities when appropriate. **Enrollment in the Life Skills Program is by IEP only.**

### **Life Skills Course offerings include:**

**Adaptive English**

**Adaptive Health**

**Adaptive Social Studies**

**Adaptive Chorus**

**Adaptive Independent Living**

**Adaptive Math**

**Adaptive Exploratory Communication**

**Adaptive Career Exploration**

**Adaptive Physical Education**

**Adaptive Fine Arts**

## **DAY TREATMENT PROGRAM**

Our Day Treatment program is designed to meet the needs of students with behavioral management problems relating to Serious Emotional Disturbances. Day treatment is appropriate for students who have been unable to find success in an outpatient setting, but do not require 24-hour care. Often, programs coordinate with a child's home and/or school to allow the student to continue their normal daily routine, while providing the extra support a child needs to function appropriately in such situations. Day treatment programs offer a range of services including clinical assessment, individual, family, and group therapy, rehabilitation activities, as well as other interventions.

Day treatment students are usually struggling with more difficult emotional and psychological issues, and require a specific standard of care suited to their diagnosis. Day treatment programs are excellent options for families and children in need of intensive therapeutic support, but who do not want or require a residential or hospital environment.

### **Day Treatment Course offerings include:**

**DT English**

**DT Health**

**DT Social Studies**

**DT Math**

**DT Science**

**DT Physical Education**

**DT Reading and Writing**  
**DT Career & Transitioning I+II**  
**DT Psychology**  
**DT Exploratory Communication**

**DT Business Education**  
**DT Fine Arts**  
**DT Sociology**  
**DT Foods and Nutrition I+II**

**ACCIPITER (ALTERNATIVE) PROGRAM**

**Alternative Education Course offerings include:**

**Alternative English**  
**Alternative Math II**  
**Alternative Math IV**  
**Alternative Geometry**  
**Alternative Algebra II**  
**Alternative Chemistry**  
**Alternative World History**

**Alternative Math I**  
**Alternative Math III**  
**Alternative Algebra I**  
**Alternative Native American Culture**  
**Alternative Physical Education**  
**Alternative Environmental Science**  
**Alternative US History**

# Mid-Coast School of Technology

## *2015-2016 Course Descriptions*

Career and Technical Education programs are available to all students in the region. Students acquire high-quality technical skills that will prepare them for post-secondary education and entry into the workplace. Many of MCST's programs provide opportunities for a certification, such as EMT and/or enable the student to earn college credits while in high school. Students and parents are encouraged to contact their guidance counselor or the School to Career Coordinator at your sending school to schedule a visit. Please see our website for more program information:

<http://midcoast.mainecte.org/> or call MCST Student Services at 594-2161 for more information.

### **Articulation Agreements**

Career and Technical High Schools in Maine have a variety of Early College opportunities for students. Many of the CTE programs have negotiated agreements with Maine colleges that allow students to receive college credit for documented achievement in high school programs. Listings of MCST's articulation agreements can be found throughout this course guide. The number of college credits granted varies depending on program and college chosen.

### **Dual Enrollment**

Mid-Coast School of Technology has partnered with several Maine Community Colleges to offer students the opportunity to earn college credit in CTE programs. MCST instructors serve as adjunct faculty members for the partnered post-secondary organization. After a student has successfully completed the course, he or she will earn transferable college credits. Students can earn up to 5 ½ college credits in a MCST program.

### **Escrow Credits**

Escrow credit becomes available when a student satisfactorily completes the secondary CTE program and then requests the community college credit, once s/he is matriculated and has satisfied the community college requirements to complete the articulation.

## Academics

Grades 10-12

**Algebra I and II** and **Geometry** are courses offered at MCST to facilitate the understanding of math topics in work related fields. All three-math courses use the computer based, independent skill developing program ALEKS. Real world problems and labs, as well as lectures and experiments, teach students the skills and hands-on applications of these topics.

MCST offers courses in social studies that are designed for students to understand their world. **US History I** is designed to help students understand the beginnings of our American nation through the Civil War period. **US History II** covers the post Civil War period to the present. **American Government** focuses on federal, state, and local government. **Economics** provides knowledge of economic principles and the impact on everyday life. Students learn by using videos, projects, worksheets, etc. Literary selections and *Current Events*, a magazine, are a basic part of each course.

**Technical Communications I, II, and III** are courses that prepare students to enter the work force and have them experience the types of communications they may need for employment. Students learn about written communication (resumes, cover letters, memos, email, reports and presentations) as well as verbal and non-verbal communication. The class relies heavily upon computer use. Class assignments are frequently based on topics from trade areas. Students receive English credit upon successful completion of a course.

## Automotive Collision

Grades 10-12

This course offers a diverse look into the automotive collision industry and prepares students for post-secondary education or entry-level positions within the field. Working in a modern collision shop environment, students use the most up-to-date tools and equipment where students will be expected to learn skills in welding, paint preparation, dent repair, detailing, etc.

### Certifications

I-CAR  
NATEF

Examples of Career Possibilities – Automotive Repair Technician, Automotive Repair Refinisher, Automotive Sales, Insurance Estimator

## Automotive Technology I & II

Grades 10-12

Automotive Technology is designed for students to gain an understanding and learn to repair different systems in today's cars: steering and suspension, brakes, engines and engine performance, electrical, heating and A/C, automatic transmission, and manual drive train. Students also learn how an auto shop works with an emphasis on safety and environmental impact. Students develop on-the-job skills of tool and equipment use along with computer information in the automotive industry focusing on promoting safe work habits and quality workmanship. The instructor is ASE (Automotive Service Excellence) certified.

### Certifications

NA3SA Certification  
NATEF

### Articulation Agreements

Central Maine Community College – 6 Credits  
Southern Maine Community College – 3 Credits

Examples of Career Possibilities – Automotive Technician, Automotive Service Management, Automotive Sales, Auto Parts Sales

## **Baking & Pastry**

**Grades 10-12**

Introductory pastry and baking classes provide students with an understanding of the ingredients and methods used in creating breads, pastries, cookies and other desserts. Students learn how dairy, fruits, flour and chocolate come into play with pastry and baking. The fundamentals of dough and basic decorating skills are covered, and this pastry and baking class also introduces students to baking equipment and baking costs. The instructor holds National Board Certification.

### Certifications

ServSafe – Food Sanitation

### Articulation Agreements

Central Maine Community College

Eastern Maine Community College

York County Community College

Washington County Community College

Examples of Career Possibilities – Pastry Chef, Baker, Cake Designer, Caterer, Food Sales, Restaurant Management

## **Certified Nursing Assistant**

**Grades 11-12**

The Certified Nursing Assistant course is a one-year program, which upon completion enables the student to sit for Maine CNA certification. The class consists of two-to-three days of academic study and two-to-three days of clinical practice in local nursing facilities. Upon completion of the program and placement on the Maine State Certified Nursing Assistant Registry, the student will be able to work in a variety of health care settings. The CNA course also offers a solid foundation for further education in the health care field.

Pre-requisite: Students must be 17 years of age before May of the school year in which the class is taken.

### Certification

Maine State CNA license

Examples of Career Possibilities – Certified Nursing Assistant (CNA), Register Nurse (RN), Nurse Practitioner, Midwife, Doctor

## **Culinary Arts**

**Grades 10-12**

The chef-based portion of the program is designed to prepare students who wish to enter the competitive field of professional cooking. The program is an overview of the basics in culinary techniques, such as measurement, following formulas, understanding nutrition, and proper knife handling and use. Proper safety and sanitation in the food service industry is emphasized.

Certifications: ServSafe – Food Sanitation

### Articulation Agreements

Central Maine Community College – 3 Credits

Eastern Maine Community College – 3 Credits

Southern Maine Community College – 3 Credits

York County Community College – 3 Credits

Washington County Community College – 3 Credits

Examples of Career Possibilities – Executive Chef, Banquet Chef, Food Sales, Restaurant Management, Restaurant Owner, Cafeteria Management, Caterer

## **Design/Technology**

**Grade 10-12**

Movies, music, and video games are part of today's life style; everybody experiences these things. This is why the world needs designers. Design Tech moves students from consumers of media to creation. The courses offered include **Graphic Design, Web Design, TV/Film Production, Audio Production, Concept Design, 3D Modeling & Animation, Stop Motion Animation, Video Game Design, Digital Photography, Lighting Design and Scenic Design**. Students work with real clients on real projects with real deadlines. This is critical not only to developing experience with real-world working conditions but also in building a portfolio that is essential to getting a job or into a college program in design.

### Articulation Agreements

Southern Maine Community College - 9 Credits

### Dual Enrollment Agreement

Central Maine Community College - 6 Credits  
Eastern Maine Community College

Examples of Career Possibilities – Graphic Artist, Video Game Designer, Animator, Producer, Video Producer, Audio Technician, Set Designer, Lighting Technician, Web Designer

## **Diesel Engine Technology**

**Grades 10-12**

Diesel Engines are used in marine and land based transportation as well as stationary applications such as emergency generators. This course covers the fundamentals of design, construction, diagnosis, service, and repair of both mobile and stationary diesel engines. The course will also cover developments in engine control technologies, fuel management systems and emission controls. Students learn the basics that an entry-level technician needs to gain employment or to further their education in order to increase the earning potential.. This course helps students learn problem-solving abilities along with a thorough knowledge of the use of ship manuals and online research.

### Certifications

EETC Certificates – Equipment and Engine Training Council

Examples of Career Possibilities – Diesel Technician, Marina operations and repairs, Sales

## **EMT**

**Grades 11 -12**

The Emergency Medical Technician (EMT) program studies the human body and prepares students to help people who are sick or injured. As a part of the course, the student will spend time riding with ambulance services and working in emergency rooms in the area, assisting with patient care. Emergency care skills are practiced in the classroom. This program is a great start for anyone thinking about going into the medical field. This program will be offered in the afternoon session only.

Pre-requisites: students must be 16 years of age before beginning classes.

### Certifications

EMT-B license

### Articulation Agreement

Kennebec Valley Community College – 3 Credits

Dual Enrollment Agreement

Eastern Maine Community College – 5 ½ Credits

Examples of Career Possibilities – Emergency Medical Technician, Registered Nurse, Paramedic, Life Flight Paramedic, Flight Nurse, Fire Fighter

## **Engineering**

### **Principles of Engineering**

**Grades 10-12**

An introductory course exploring basic engineering principles in an applied hands-on format; including mechanics, heat loss/gain energy transfer, basic electricity, pneumatic and hydraulic systems, statics, dynamics, strength of materials, material testing, structural design, truss design, robotics, PLC (Programmable Logic Controllers) programming, the engineering design process, and failure analysis. Students completing all projects with a “B” or better will have the option of dual enrollment for college credit.

Pre-requisites: Algebra 1, Geometry

Dual Enrollment

Southern Maine Community College – 3 Credits

Examples of Career Possibilities – Mechanical Engineer, Chemical Engineer, Electrical Engineer, Environmental Engineer, Software Engineer, Marine Engineer

### **Civil Engineering and Architecture**

**Grades 10-12**

**IED/CEA CAD (Introduction to Engineering Design/Civil Engineering and Architecture)**

An introductory course into CAD (Computer Aided Design) using industry standard 3D solid modeling software, Autodesk Inventor and Revit, BIM (Building Information Modeling) software, and surveying fieldwork. Students will design, model, assemble, and fabricate pieces using Autodesk Inventor and a Dimension 3D printer. Students will learn about zoning and building codes, use Autodesk Revit to design a residence, and a commercial project, use surveying equipment, and produce design drawings.

Examples of Career Possibilities – Civil Engineer, Architect, Drafting and Design Engineer, Mechanical Engineer, Geological Engineer, Aerospace Engineer, Automotive Engineer

## **Computer Integrated Manufacturing (CIM) Grades 10-12**

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

Examples of Career Possibilities – Manufacturing Specialist, Manufacturing Management, Manufacturing Engineer, CNC Programmer

## **Digital Electronics Grades 10 - 12**

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Examples of Career Possibilities – Electrical Engineer, Electrician, Mechanical Engineer,

## **Firefighting**

**Grades 11-12**

The firefighting program teaches basic firefighting skills used in fire service. As a part of the program students will extinguish vehicle, propane and structure fires. Students will learn skills using fire fighting tools, safety procedures, etc. The program prepares students for a career in public safety or to work in the community as a volunteer. This program will be offered in the morning session only. Interested applicants should be aware that this program requires a commitment outside the regular school day for training (some evenings & weekends).

Pre-requisites: Students need to be 16 years old at the start of the school year in which they enter the program.

### Certifications

State of Maine Fire Fighting Certification - Firefighter 1 & 2

### Dual Enrollment Agreement

Eastern Maine Community College – 3 Credits

Examples of Career Possibilities – Fire Fighter, Emergency Medical Technician, Nurse, Paramedic, Police Officer, Military

## **Introduction to Applied Technology I**

**Grade 9-10**

Introduction to Applied Technology is a hands-on, project-based program that, through classroom participation and the shop lab, students develop specific academic, career, interpersonal and technical skills that are essential for success in a chosen MCST program as a Junior or Senior. Students experience parts of other school programs through projects using small engines, welding, carpentry skills, etc. The program enables students to explore a wide variety of career and occupational areas. Upon successfully completing the program, students can choose another program as a junior or senior. Flexible scheduling is offered.

## **Machine Shop**

**Grades 10-12**

Gears, nuts, bolts, screws form the basis of machines, and the Machine Shop program is designed to teach students how to use and make parts. Students experience that Machine Shop is the heart of manufacturing. They learn how to use tools and machines to shape, create and form metal into functioning pieces of machinery. The course also prepares students for post secondary education or to directly enter the work force.

### Articulation Agreements

Central Maine Community College  
Northern Maine Community College  
Southern Maine Community College – 4 Credits  
Kennebec Maine Community College

### Dual Enrollment Agreement

Central Maine Community College – 4 Credits

Examples of Career Possibilities – Machinist, CNC Programmer, Gunsmith, Mechanical Engineer, Marine Engineer, Artist, Tool and Die Maker

## **Marine Technology**

**Grades 10-12**

Marine Technology prepares the student for a successful career in the marine industry. Boatbuilding basics include both traditional and modern construction techniques from woodworking to resin infusion. The program focuses on providing a clear understanding of the boatbuilding process. Strong emphasis is placed on modern materials, methods, and techniques. Special priority is given to safety, safe work habits, and proper personal protection. Students are encouraged to build or repair a vessel of their own.

Examples of Career Possibilities – Boat Builder, Fisherman, Marine Repair Technician, Marine Sales, Laminator, Marine Engineer, Artist

## **Medical Science For Health Occupations**

**Grades 10-12**

The Medical Science for Health Occupations course is designed for students who are interested in pursuing a career in the health care field. The course integrates anatomy and physiology and advanced biology and explores the role of ethics. This “hands on” applied course consists of skills lab, career exploration, medical field projects and integrated research projects. This program prepares students for careers or post-secondary programs related to the health care field.

Articulation Agreement

Southern Maine Community College – 3 Credits  
Beal College – 6 Credits

Dual Enrollment Agreement

Central Maine Community College – 3 Credits

Examples of Career Possibilities – Physician, Physician Assistant, Physical Therapist, Occupational Therapist, Registered Nurse, Nurse Practitioner, Paramedic, Medical Assistant, Radiologist

**Residential Construction**

**Grades 10-12**

This program is designed to introduce students to the skills necessary to succeed in the construction industry. The hands-on portion of this program is where students learn the basics in building construction. Students will have the opportunity to do some of the following: use hand and power tools, basic house framing and construction, roofing, inside and outside finishes, window and door installation, and reading blueprints. The instructor and program are certified through NCCER.

Certifications

10 hour and 30 hour OSHA card  
NCCER Certification and National Registry

Articulation Agreements

Eastern Maine Community College – 7 Credits  
Central Maine Community College – 1 Credit

Dual Enrollment Agreement

Eastern Maine Community College

Examples of Career Possibilities – General Contractor, Sub-Contractor, Carpenter, Cabinet Maker, Hardware Sales, Architect, Draftsman, Woodworker

**School to Career Program**

The goal of the School to Career (STC) program is to assist students in making appropriate choices and plans for their education/career paths during and after high school. The philosophy of this program recognizes that classroom learning provides only part of the skills and knowledge students will need to succeed in their chosen profession or career.

**Cooperative Education**

**Grades 10-12**

**Up to 1 applied academic credit. Students are eligible to earn a maximum of 2 credits for work experiences during high school.**

Through this program high school students earn credit for paid, supervised work in the community. A State of Maine Cooperative Education Agreement among the parent(s), student, school and employer is completed at the beginning of the year. Employers/ supervisor evaluate work ethic, on the job skills, and workplace responsibilities. Number of hours worked varies, but students generally work an average of 10 - 15 hours per week. Students must provide their own transportation to and from the job site.

**Pre-requisites:**

Students must be 16 years old and have a job.

Students must have taken or be enrolled in the Career Exploration Class

## **Career Exploration Class**

**Grades 10 - 12**

**.5 credit (applied academic)**

**This course is a required for participation in the Cooperative Education Program. Students not enrolled in Cooperative Education are eligible to enroll in this course.**

This course helps students learn the decision making process for education and career choices during high school and beyond. Class activities focus on the development of work-ready skills, which are essential for success in today's workplace. Students explore the answers to self-defining questions: "Who am I", "Where do I want to go?", "How do I get there?"

### Certifications

WorkReady™ Certificate

## **Small Engine Technology**

**Grades 10-12**

Lawn mowers, snow throwers, ATVs and other power and recreational equipment make our lives easier and more enjoyable. This course offers students a solid foundation of small engine operation and repair. Students learn the basics that an entry-level technician needs to gain employment or to further their education in order to turn a job into a career. This course helps students learn problem-solving abilities along with a thorough knowledge of the use of shop manuals and online research. Due to the increasing complexity of small engines in general, most employers prefer to hire technicians who graduate from formal training programs. At the discretion of the instructor, students are encouraged to bring in their own projects as long as they align with the curriculum and instructional goals,

### Certifications

EETC Certificates – Equipment and Engine Training Council

Examples of Career Possibilities – Small Engine Technician, Diesel Technician, Automotive Technician, Motorcycle Technician, Sales

## **Welding/Fabrication I & II**

**Grade 10-12**

This two-year program provides a foundation in welding safety and conventional stick welding required for entry-level metal fabrication. Additional industrial welding skills are covered as well. Also included are skills for cutting metal using a variety of methods and machines. First year students learn the skills needed for two types of welding. Second year students expand on their welding knowledge and skills with three additional welding processes. In addition, second year students who have shown significant progress with the welding process will be able to work with the industrial welding robot.

### Certifications

Certified Welder AWS (American Welding Society)

### Articulation Agreements:

Central Maine Community College – 3 Credits

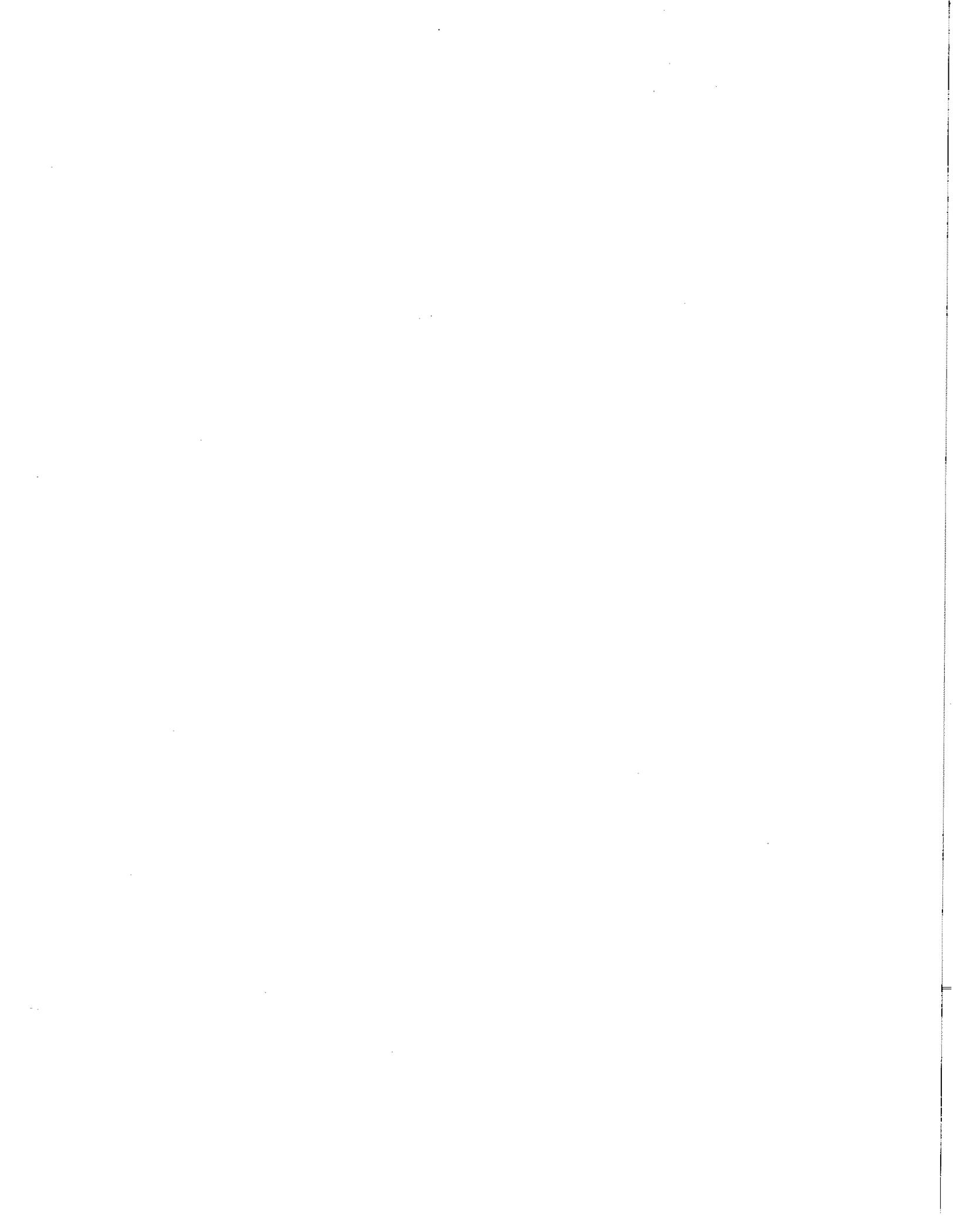
Southern Maine Community College – 3 Credits

### Dual Enrollment Agreement

Eastern Maine Community College – 3 Credits

Examples of Career Possibilities – TIG/MIG Welder, Stick Welder, Fabricator, Engineering Technician, Manufacturer, Welding Supervisor, Underwater Welder, Mechanical Engineer, Welding Inspector





## **MVHS Graduation Standards**

Students graduating with the class of 2018 are required to earn 24 credits and demonstrate proficiency in all eight content areas of the Maine Learning Results (MLR) and their Guiding Principles. The following sections identify each of the eight content areas with their specific graduation standards. Each standard is accompanied by a list of performance indicators. In addition we have outlined the MVHS courses where students are “introduced” to the graduation standard, where they can “progress” in the standard and finally, where the student is given the opportunity to “meet” the graduation standard.

### **CONTENTS**

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## **Content Area #1 English Language Arts**

**MVHS Graduation Standard #1 READING COMPREHENSION** - Read and comprehend appropriately complex literary and informational texts independently and proficiently. (CCRA 10)

**Performance Indicator #1** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.2)

**Performance Indicator #2** Determine the central ideas of a text, analyze their development, and provide an objective summary. (RI.2)

**Performance Indicator #3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3)

**Performance Indicator #4** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (RL+RI.4; L.4, 5,6)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive English I CP	X		
English I CP	X		
English I Honors	X	X	
Intensive English II CP	X	X	
English II CP	X	X	
English II Honors		X	
English III Technical CP		X	X
English III CP		X	X
College Composition Part II			X
AP English Language and Comp.			X
College Composition I DE			X
College Comp II DE			X
College Intro to Literature DE			X
College Literature and Society DE			X
English IV Technical CP			X
English IV CP			X
AP English Literature and Comp.			X
Creative Writing			
SAT Prep			

**MVHS Graduation Standard #2 READING INTERPRETATION** - Interpret, analyze, and evaluate appropriately complex literary and informational texts. (CCRA 7, 10)

**Performance Indicator #1** Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)

**Performance Indicator #2** Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL+RI.5)

**Performance Indicator #3** Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RL+RI.6)

**Performance Indicator #4** Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature address a question or solve a problem. (RL+RI.7)

**Performance Indicator #5** Delineate and evaluate the argument and specific claims in a text, including seminal U.S. texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.8)

**Performance Indicator #6** Integrate information from diverse sources, including foundational U.S. documents, into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (RL+RI.9)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive English I CP	X		
English I CP	X		
English I Honors	X	X	
Intensive English II CP	X	X	
English II CP	X	X	
English II Honors		X	
English III Technical CP		X	X
English III CP		X	X
College Composition Part II			X
AP English Language and Comp.			X
College Composition I DE			X
College Comp II DE			X
College Intro to Literature DE			X
College Literature and Society DE			X
English IV Technical CP			X
English IV CP			X
AP English Literature and Comp.			X
Creative Writing			
SAT Prep			

**MVHS Graduation Standard #3 WRITING ARGUMENTS - Write clear and coherent arguments for a range of tasks, purposes, and audiences. (CCWA 1, 4,10)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence that: (W.1)

**Performance Indicator #1** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. (W.1a)

**Performance Indicator #2** Develop claim(s) and counterclaims fairly and thoroughly. (W.1b)

**Performance Indicator #3** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.1c)

**Performance Indicator #4** Establish and maintain a formal style and objective tone. (W.1d; W.2e)

**Performance Indicator #5** Provide a concluding statement or section that follows from and supports the argument presented. (W.1e)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive English I CP	X		
English I CP	X		
English I Honors	X	X	
Intensive English II CP	X	X	
English II CP	X	X	
English II Honors		X	
English III Technical CP		X	X
English III CP		X	X
College Composition Part II			X
AP English Language and Comp.			X
College Composition I DE			X
College Comp II DE			X
College Intro to Literature DE			X
College Literature and Society DE			X
English IV Technical CP			X
English IV CP			X
AP English Literature and Comp.			X
Creative Writing			
SAT Prep			

**MVHS Graduation Standard #4 WRITING INFORMATIVE AND NARRATIVE TEXTS -**

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences. (CCWA 2, 3, 4, 10)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information that: (W.2; L.3)

**Performance Indicator #1** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (W.2a)

**Performance Indicator #2** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.2b)

Write narratives to develop real or imagined experiences or events that: (W.3)

**Performance Indicator #3** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.3a)

**Performance Indicator #4** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (W.3b)

For both informative and narrative pieces of writing:

**Performance Indicator #5** Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c)

**Performance Indicator #6** Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2d; W.3d)

**Performance Indicator #7** Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (W.2f; W.3e)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive English I CP	X		
English I CP	X		
English I Honors	X	X	
Intensive English II CP	X	X	
English II CP	X	X	
English II Honors		X	
English III Technical CP		X	X
English III CP		X	X
College Composition Part II			X
AP English Language and Comp.			X
College Composition I DE			X
College Comp II DE			X
College Intro to Literature DE			X
College Literature and Society DE			X
English IV Technical CP			X
English IV CP			X
AP English Literature and Comp.			X
Creative Writing			
SAT Prep			

**MVHS Graduation Standard #5 WRITING PROCESS - Develop and strengthen writing.**  
(CCWA 5)

**Performance Indicator #1** Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.5)

**Performance Indicator #2** Demonstrate command of the conventions of standard English grammar and usage when writing (L.1; L.2).

**Performance Indicator #3** Use technology to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.6)

**Performance Indicator #4** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (L.6)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive English I CP	X		
English I CP	X		
English I Honors	X	X	
Intensive English II CP	X	X	
English II CP	X	X	
English II Honors		X	
English III Technical CP		X	X
English III CP		X	X
College Composition Part II			X
AP English Language and Comp.			X
College Composition I DE			X
College Comp II DE			X
College Intro to Literature DE			X
College Literature and Society DE			X
English IV Technical CP			X
English IV CP			X
AP English Literature and Comp.			X
Creative Writing			X
SAT Prep			

**MVHS Graduation Standard #6 WRITING RESEARCH** - Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (CCWA 7, 10)

**Performance Indicator #1** Collect relevant information from multiple print and digital sources. (W.8)

**Performance Indicator #2** Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source. (W.8)

**Performance Indicator #3** Draw evidence from literary or informational texts to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (W.9)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive English I CP	X		
English I CP	X		
English I Honors	X	X	
Intensive English II CP	X	X	
English II CP	X	X	
English II Honors		X	
English III Technical CP		X	X
English III CP		X	X
College Composition Part II			X
AP English Language and Comp.			X
College Composition I DE			X
College Comp II DE			X
College Intro to Literature DE			X
College Literature and Society DE			X
English IV Technical CP			X
English IV CP			X
AP English Literature and Comp.			X
Creative Writing			
SAT Prep			

**MVHS Graduation Standard #7 SPEAKING AND LISTENING DISCUSSION** - Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively. (CCSLA 1)

**Performance Indicator #1** Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.1a)

**Performance Indicator #2** Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (SL.1b,c)

**Performance Indicator #3** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.1d)

**Performance Indicator #4** Integrate multiple sources of information presented in diverse formats and media to make informed decisions and solve problems. (SL.2)

**Performance Indicator #5** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.3; L.3)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive English I CP	X		
English I CP	X		
English I Honors	X	X	
Intensive English II CP	X	X	
English II CP	X	X	
English II Honors		X	
English III Technical CP		X	X
English III CP		X	X
College Composition Part II			X
AP English Language and Comp.			X
College Composition I DE			X
College Comp II DE			X
College Intro to Literature DE			X
College Literature and Society DE			X
English IV Technical CP			X
English IV CP			X
AP English Literature and Comp.			X
Creative Writing			
SAT Prep			

**MVHS Graduation Standard #8 SPEAKING AND LISTENING PRESENTATION - Present information, findings, and supporting evidence, conveying a clear and distinct perspective (CCSLA 4)**

**Performance Indicator #1** Develop a clear line of reasoning that addresses alternative or opposing perspectives. (SL.4)

**Performance Indicator #2** Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. (SL.4)

**Performance indicator #2** Make strategic use of digital media in presentations. (SL.5)

**Performance Indicator #3** Adapt speech to a variety of contexts and tasks. (SL.6; L.3)

**Performance Indicator #4** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college- and career-readiness level. (L.6)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive English I CP	X		
English I CP	X		
English I Honors	X	X	
Intensive English II CP	X	X	
English II CP	X	X	
English II Honors		X	
English III Technical CP		X	X
English III CP		X	X
College Composition Part II			X
AP English Language and Comp.			X
College Composition I DE			X
College Comp II DE			X
College Intro to Literature DE			X
College Literature and Society DE			X
English IV Technical CP			X
English IV CP			X
AP English Literature and Comp.			X
Creative Writing			
SAT Prep			

## **Content Area #2 Mathematics**

**MVHS Graduation Standard #1 NUMBER AND QUANTITY**-Reason and model quantitatively, using units and number systems to solve problems.

**Performance Indicator #1** Extend the properties of exponents to rational exponents. (CCSS HSN.RN.A)

**Performance Indicator #2** Use the properties of rational and irrational numbers. (CCSS HSN.RN.B)

**Performance Indicator #3** Reason quantitatively and use units to solve problems. (CCSS HSN.Q.A)

**Performance Indicator #4** Perform arithmetic operations with complex numbers. (CCSS HSN.CN.A.1-2)

**Performance Indicator #5** Use complex numbers in polynomial identities and equations. (CCSS HSN.CN.C.7)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive Pre-Algebra	X		
Pre-Algebra	X		
Intensive Algebra ICP	X		
Algebra I	X		
Algebra I Honors	X		
Geometry CP			
Geometry Honors			
Algebra II		X	X
Algebra II Honors		X	X
Algebra for College Math		X	X
College Algebra DE			X
Pre Calculus CP			X
Pre Calculus Honors			X
Statistics and Probability CP			
Foundations of Quantitative Analysis			
College Foundations of QA DE			
College Calculus DE			
Advanced Placement Calculus AB			
Advanced Placement Calculus BC			

**MVHS Graduation Standard #2 ALGEBRA** - Interpret, represent, create and solve algebraic expressions.

**Performance Indicator #1** Interpret the structure of expressions. (CCSS HSA.SSE.A)

**Performance indicator #2** Write expressions in equivalent forms to solve problems. (CCSS HSA.SSE.B)

**Performance Indicator #3** Perform arithmetic operations on polynomials. (CCSS HSA.APR.A)

**Performance Indicator #4** Understand the relationship between zeros and factors of polynomials. (CCSS HSA.APR.B)

**Performance Indicator #5** Use polynomial identities to solve problems. (CCSS HSA.APR.C.4)

**Performance Indicator #6** Rewrite rational expressions. (CCSS HSA.APR.D.6)

**Performance indicator #7** Create equations that describe numbers or relationships. (CCSS HSA.CED.A)

**Performance Indicator #8** Understand solving equations as a process of reasoning and explain the reasoning. (CCSS HSA.REI.A)

**Performance Indicator #9** Solve equations and inequalities in one variable. (CCSS HSA.REI.B)

**Performance Indicator #10** Solve systems of equations. (CCSS HSA.REI.C.5-7)

**Performance Indicator #11** Represent and solve equations and inequalities graphically. (CCSS HSA.REI.D)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive Pre-Algebra	X		
Pre-Algebra	X		
Intensive Algebra ICP	X		
Algebra I	X		
Algebra I Honors	X		
Geometry CP			
Geometry Honors			
Algebra II CP		X	X
Algebra II Honors		X	X
Algebra for College Math			X
College Algebra DE			X
Pre Calculus CP			X
Pre Calculus Honors			X
Statistics and Probability CP			
Foundations of Quantitative Analysis			
College Foundations of QA DE			
College Calculus DE			
Advanced Placement Calculus AB			
Advanced Placement Calculus BC			

**MVHS Graduation Standard #3 FUNCTIONS-** Interpret, analyze, construct, and solve linear, quadratic, and trigonometric functions.

**Performance indicator #1** Understand the concept of a function and use function notation. (CCSS HSF.IF.A)

**Performance Indicator #2** Interpret functions that arise in applications in terms of the context. (CCSS HSF.IF.B)

**Performance Indicator #3** Analyze functions using different representations. (CCSS HSF.IF.C.7A-C, E, 8-9)

**Performance indicator #4** Build a function that models a relationship between two quantities. (CCSS HSF. BF.A.1A-B, 2)

**Performance Indicator #5** Build new functions from existing functions. (CCSS HSF.BF.B.3, 4A)

**Performance Indicator #6** Construct and compare linear, quadratic, and exponential models and solve problems. (CCSS HSF.LE.A)

**Performance Indicator #7** Interpret expressions for functions in terms of the situation they model. (CCSS HSF.LE.B)

**Performance Indicator #8** Extend the domain of trigonometric functions using the unit circle. (CCSS HSF.TF.A.1-2)

**Performance Indicator #9** Model periodic phenomena with trigonometric functions. (CCSS HSF.TF.B.5)

**Performance Indicator #10** Prove and apply trigonometric identities. (CCSS HSF.TF.C8)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive Pre-Algebra	X		
Pre-Algebra	X		
Intensive Algebra ICP	X		
Algebra I	X		
Algebra I Honors	X		
Geometry CP			
Geometry Honors			
Algebra II CP		X	X
Algebra II Honors		X	X
Algebra for College Math			X
College Algebra DE			X
Pre Calculus CP			X
Pre Calculus Honors			X
Statistics and Probability CP			
Foundations of Quantitative Analysis			
College Foundations of QA DE			
College Calculus DE			
Advanced Placement Calculus AB			
Advanced Placement Calculus BC			

**MVHS Graduation Standard #4 GEOMETRY-** Prove, understand, and model geometric concepts, theorems, and constructions to solve problems.

**Performance Indicator #1** Experiment with transformations in the plane. (CCSS HSG.CO.A)

**Performance Indicator #2** Understand congruence in terms of rigid motions. (CCSS HSG.CO.B)

**Performance Indicator #3** Prove geometric theorems. (CCSS HSG.CO.C)

**Performance Indicator #4** Make geometric constructions. (CCSS HSG.CO.D)

**Performance Indicator #5** Understand similarity in terms of similarity transformations. (CCSS HSG.SRT.A)

**Performance Indicator #6** Prove theorems involving similarity. (CCSS HSG. SRT.B)

**Performance Indicator #7** Define trigonometric ratios and solve problems involving right triangles. (CCSS HSG.SRT.C)

**Performance Indicator #8** Understand and apply theorems about circles. (CCSS HSG.C.A.1-3)

**Performance Indicator #9** Find arc lengths and areas of sectors of circles. (CCSS HSG.C.B)

**Performance Indicator #10** Use coordinates to prove simple geometric theorems algebraically. (CCSS HSG.GPE.B)

**Performance Indicator #11** Explain volume formulas and use them to solve problems. (CCSS HSG.GMD.A.1, 3)

**Performance Indicator #12** Apply geometric concepts in modeling situations. (HSG.MG.A)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive Pre-Algebra			
Pre-Algebra			
Intensive Algebra ICP			
Algebra I			
Algebra I Honors			
Geometry CP	X	X	X
Geometry Honors	X	X	X
Algebra II CP			
Algebra II Honors			
Algebra for College Math			
College Algebra DE			
Pre Calculus CP			
Pre Calculus Honors			
Statistics and Probability CP			
Foundations of Quantitative Analysis			
College Foundations of QA DE			
College Calculus DE			
Advanced Placement Calculus AB			
Advanced Placement Calculus BC			

**MVHS Graduation Standard #5 STATISTICS AND PROBABILITY-** Interpret, infer and apply statistics and probability to analyze data and reach and justify conclusions.

**Performance Indicator #1** Summarize, represent, and interpret data on a single count or measurement variable. (CCSS HSS.ID.A)

**Performance Indicator #2** Summarize, represent, and interpret data on two categorical and quantitative variables. (CCSS HSS.ID.B)

**Performance Indicator #3** Interpret linear models. (CCSS HSS.ID.C)

**Performance Indicator #4** Understand and evaluate random processes underlying statistical experiments. (CCSS HSS.IC.A)

**Performance Indicator #5** Make inferences and justify conclusions from sample surveys, experiments, and observational studies. (CCSS HSS.IC.B)

**Performance Indicator #6** Understand independence and conditional probability and use them to interpret data. (CCSS HSS.CP.A)

**Performance Indicator #7** Use the rules of probability to compute probabilities of compound events in a uniform probability model. (CCSS HSS.CP.B.6-7)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Intensive Pre-Algebra	X		
Pre-Algebra	X		
Intensive Algebra ICP	X		
Algebra I	X		
Algebra I Honors	X		
Geometry CP			
Geometry Honors			
Algebra II CP		X	X
Algebra II Honors		X	X
Algebra for College Math			X
College Algebra DE			X
Pre Calculus CP			X
Pre Calculus Honors			X
Statistics and Probability CP			X
Foundations of Quantitative Analysis			
College Foundations of QA DE			
College Calculus DE			
Advanced Placement Calculus AB			
Advanced Placement Calculus BC			

### **Content Area #3 Science and Technology**

**MVHS Graduation Standard #1 - PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS** - Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 1 + PS 2)

**Performance Indicator #1** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (HS-PS1-1)

**Performance indicator #2** Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS1-2)

**Performance Indicator #3** Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (HS-PS1-3)

**Performance Indicator #4** Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. (HS-PS1-4)

**Performance Indicator #5** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (HS-PS1-5)

**Performance Indicator #6** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. (HS-PS1-7)

**Performance Indicator #7** Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. (HS-PS1-8)

**Performance indicator #8** Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. (HS-PS2-1)

**Performance Indicator #9** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. (HS-PS2-2)

**Performance indicator #10** Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. (HS-PS2-4)

**Performance Indicator #11** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. (HS-PS2-5)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Physical Science CP	X	X	
Physical Science Honors	X	X	
Biology CP Technical		X	
Biology CP		X	
Biology Honors		X	
Advanced Placement Biology			
Chemistry CP Technical			X
Chemistry CP			X
Chemistry Honors			X
Physics CP Technical		X	
Physics CP		X	
Advanced Placement Physics 1		X	
General Physics		X	
Horticulture I CP			
Horticulture II CP			
Human Anatomy and Physiology (H)			
Marine Science			

**MVHS Graduation Standard #2 PHYSICAL SCIENCES: ENERGY, WAVES, AND ELECTROMAGNETIC RADIATION** - Understand and analyze energy and the characteristics and dynamics of waves as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 3 + PS 4)

**Performance Indicator #1** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. (HS-PS3-1)

**Performance Indicator #2** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields. (HS-PS3-2)

**Performance Indicator #3** Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). (HS-PS3-4)

**Performance Indicator #4** Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. (HS-PS3-5)

**Performance Indicator #5** Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. (HS-PS4-1)

**Performance Indicator #6** Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. (HS-PS4-3)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Physical Science CP			
Physical Science Honors			
Biology CP Technical			
Biology CP			
Biology Honors			
Advanced Placement Biology			
Chemistry CP Technical			X
Chemistry CP			X
Chemistry Honors			X
Physics CP Technical			X
Physics CP			X
Advanced Placement Physics 1			X
General Physics			X
Horticulture I CP			
Horticulture II CP			
Human Anatomy and Physiology (H)			
Marine Science			

**MVHS Graduation Standard #3 LIFE SCIENCES: STRUCTURE, FUNCTION, AND INFORMATION PROCESSING** Understand and analyze molecular, structural, and chemical biology as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (LS 1)

**Performance Indicator #1** Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells. (HS-LS1-1)

**Performance Indicator #2** Explain the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (HS-LS1-2)

**Performance Indicator #3** Explain how feedback mechanisms maintain homeostasis. (HS-LS1-3)

**Performance Indicator #4** Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. (HS-LS1-4)

**Performance indicator #5** Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. (HS-LS1-5)

**Performance Indicator #6** Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/ or other large carbon-based molecules. (HS-LS1-6)

**Performance Indicator #7** Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. (HS-LS1-7)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Physical Science CP	X		
Physical Science Honors	X		
Biology CP Technical			X
Biology CP			X
Biology Honors			X
Advanced Placement Biology			X
Chemistry CP Technical			
Chemistry CP			
Chemistry Honors			
Physics CP Technical			
Physics CP			
Advanced Placement Physics 1			
General Physics			
Horticulture I CP		X	
Horticulture II CP		X	
Human Anatomy and Physiology (H)		X	
Marine Science			

**MVHS Graduation Standard #4 LIFE SCIENCES: MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS** Understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (LS 2)

**Performance Indicator #1** Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. (HS-LS2-1)

**Performance Indicator #2** Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. (HS-LS2-2)

**Performance Indicator #3** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. (HS-LS2-3)

**Performance Indicator #4** Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. (HS-LS2-4)

**Performance Indicator #5** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. (HS-LS2-5)

**Performance Indicator #6** Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. (HS-LS2-6) (Partial)

**Performance Indicator #7** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. (HS-LS2-8) (Partial)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Physical Science CP	X		
Physical Science Honors	X		
Biology CP Technical			X
Biology CP			X
Biology Honors			X
Advanced Placement Biology			X
Chemistry CP Technical			
Chemistry CP			
Chemistry Honors			
Physics CP Technical			
Physics CP			
Advanced Placement Physics 1			
General Physics			
Horticulture I CP		X	
Horticulture II CP		X	
Human Anatomy and Physiology (H)	X	X	
Marine Science			

**MVHS Graduation Standard #5 LIFE SCIENCES: GROWTH, DEVELOPMENT, AND REPRODUCTION OF ORGANISMS, NATURAL SELECTION, AND ADAPTATIONS -**  
 Understand and analyze genetics, adaptation, and biodiversity as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (LS 3 + LS 4)

**Performance Indicator #1** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. (HS-LS3-1)

**Performance Indicator #2** Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. (HS-LS3-2)

**Performance Indicator #3** Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. (HS-LS3-3)

**Performance Indicator #4** Communicate scientific information that multiple lines of empirical evidence support common ancestry and biological evolution. (HS-LS4-1)

**Performance Indicator #5** Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. (HS-LS4 2)

**Performance Indicator #6** Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. (HS-LS4-3)

**Performance Indicator #7** Construct an explanation based on evidence for how natural selection leads to adaptation of populations. (HS-LS4-4)

**Performance Indicator #8** Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. (HS-LS4-5)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Physical Science CP			
Physical Science Honors			
Biology CP Technical			X
Biology CP			X
Biology Honors			X
Advanced Placement Biology			X
Chemistry CP Technical			
Chemistry CP			
Chemistry Honors			
Physics CP Technical			
Physics CP			
Advanced Placement Physics 1			
General Physics			
Horticulture I CP		X	
Horticulture II CP		X	
Human Anatomy and Physiology (H)		X	
Marine Science			

**MVHS Graduation Standard #6 EARTH AND SPACE SCIENCES: EARTH, SPACE, AND THE UNIVERSE** Understand and analyze the origins, interactions and relationships between and among the earth, our solar system, and the universe as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (ESS1)

**Performance Indicator #1** Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation. (HS-ESS1-1)

**Performance Indicator #2** Communicate an explanation of the Big Bang theory. (HS-ESS1-2)

**Performance Indicator #3** Communicate scientific ideas about the way stars, over their life cycle, produce elements. (HS-ESS1-3)

**Performance Indicator #4** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. (HS-ESS1-5)

**Performance Indicator #5** Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history. (HS-ESS1-6)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Physical Science CP	X	X	X
Physical Science Honors	X	X	X
Biology CP Technical			
Biology CP			
Biology Honors			
Advanced Placement Biology			
Chemistry CP Technical			
Chemistry CP			
Chemistry Honors			
Physics CP Technical			
Physics CP			
Advanced Placement Physics 1			
General Physics			
Horticulture I CP			
Horticulture II CP			
Human Anatomy and Physiology (H)			
Marine Science			

**MVHS Graduation Standard #7 EARTH AND SPACE SCIENCES: EARTH SYSTEMS**

Understand and analyze earth's systems and the relationship between human activity and the earth as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (ESS 2 + ESS 3)

**Performance Indicator #1** Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. (HS-ESS2-1)

**Performance Indicator #2** Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems (HS-ESS2-2)

**Performance Indicator #3** Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. (HS-ESS2-3)

**Performance Indicator #4** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. (HS-ESS2-4)

**Performance Indicator #5** Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. (HS-ESS2-5)

**Performance Indicator #6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. (HS-ESS2-6)

**Performance Indicator #7** Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. (HS-ESS2-7)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Physical Science CP			X
Physical Science Honors			X
Biology CP Technical			
Biology CP			
Biology Honors			
Advanced Placement Biology			
Chemistry CP Technical			
Chemistry CP			
Chemistry Honors			
Physics CP Technical			
Physics CP			
Advanced Placement Physics 1			
General Physics			
Horticulture I CP			
Horticulture II CP			
Human Anatomy and Physiology (H)			
Marine Science			

**MVHS Graduation Standard #8 ENGINEERING, TECHNOLOGY, AND APPLICATION OF SCIENCE** Demonstrate engineering concepts across multiple disciplines and novel situations as demonstrated through the integration of scientific and engineering practices and cross cutting concepts (ETS). While performance indicators that end with an \* were originally assigned to an earlier standard (DCI) by NGSS, they are listed here because they demonstrate application of engineering. These performance indicators may also serve to inform whether students can demonstrate proficiency in the particular content standard in which they were originally assigned.

Define and delimit engineering problems Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. (HS-ETS1-1)

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. (HS-ETS1-1)

**Performance Indicator #1** Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. \* (HSPS3-3)

**Performance Indicator #2** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. \* (HS-PS2-6)

**Performance Indicator #3** Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. \* (HS-PS4-5)

Develop possible solutions

Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts (HS-ETS1-3) AND use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS-ETS1-4)

**Performance Indicator #4** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. \* (HS-LS2-7)

**Performance Indicator #5** Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. \* (HS-LS4-6)

**Performance Indicator #6** Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS-ETS1-4)

Optimize the Design Solution

Design a solution to a complex real world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS-ETS1-2)

**Performance Indicator #7** Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. \* (HS-PS1-6)

**Performance Indicator #8** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. \* (HS-PS2-3)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Physical Science CP	X		
Physical Science Honors	X		
Biology CP Technical		X	
Biology CP		X	
Biology Honors			X
Advanced Placement Biology			X
Chemistry CP Technical		X	X
Chemistry CP		X	X
Chemistry Honors		X	X
Physics CP Technical			X
Physics CP			X
Advanced Placement Physics 1			X
General Physics			X
Horticulture I CP			
Horticulture II CP		X	
Human Anatomy and Physiology (H)			
Marine Science			

## **CONTENT AREA #4 SOCIAL STUDIES**

**MVHS Graduation Standard #1 APPLICATION OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS** - Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts. (MLR, A1; CCSS)

**Performance Indicator #1** Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry. (MLR A1 A-B, F-G, I-J, A2, A3; CCSS WH 7-9)

**Performance Indicator #2** Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. (MLR A1 B-E, I-J; CCSS RH 1-3, RH 6-9)

**Performance Indicator #3** Evaluate various explanations and authors' differing points of view on the same event or issue, citing specific textual evidence from primary and secondary sources to support analysis. (MLR A1 C-F; CCSS RH 1, RH 3-6, RH 10)

**Performance Indicator #4** Develop informative/ explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing. (MLR A1 C-F, I-J; CCSS WH 2, WH 4-6, WH 10)

**Performance Indicator #5** Construct and present arguments both orally and in writing in which claims, counterclaims, reasons and evidence demonstrate their relevance to each other and the overall argument and the piece is organized anticipating the audience's knowledge level, concerns, values and possible biases. (MLR A1 E-J; CCSS WH 1, WH 4-6, WH 10, CCSSSL 4-6)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
World History CP	X		
World History Honors	X		
AP Human Geography	X	X	
20 <sup>th</sup> Century Asia		X	
20 <sup>th</sup> Century Europe		X	
Maine History CP		X	
US History CP			X
College US History I DE			X
College US History II DE			X
AP US History			X
United States History I			X
Psychology CP		X	
College Psychology DE			X
College Intro to Criminal Justice DE			X
College Principles of Sociology DE			X
Geography Thru Current Events		X	
Economics CP			X
AP Economics			X
Government CP			X
AP US Government			X
Personal Finance		X	
Seminar in Global Issue		X	

**MVHS Graduation Standard #2 CIVIC ENGAGEMENT:** Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need. (MLR, A2+ A3)

**Performance Indicator #1** Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills. (MLR A2 B, A3)

**Performance Indicator #2** Evaluate how people influence government and work for the common good. (MLR B2 E)

**Performance Indicator #3** Develop and present, orally and in writing, individual and collaborative decisions and plans by:

- considering multiple points of view;
- prioritizing the pros and cons of those ideas;
- building on ideas of others and sharing in an attempt to sway the opinions of others.

(MLR A2 A; CCSS SL 1, SL 3)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
World History CP			
World History Honors			
AP Human Geography	X	X	
20 <sup>th</sup> Century Asia			
20 <sup>th</sup> Century Europe			
Maine History CP		X	
US History CP		X	
College US History I DE		X	
College US History II DE		X	
AP US History		X	
United States History I		X	
Psychology CP		X	
College Psychology DE		X	
College Intro to Criminal Justice DE		X	
College Principles of Sociology DE		X	
Geography Thru Current Events		X	
Economics CP		X	
AP Economics		X	
Government CP			X
AP US Government			X
Personal Finance		X	
Seminar in Global Issues		X	

**MVHS Standard #3 CIVICS AND GOVERNMENT:** Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world. (MLR, B)

**Performance Indicator #1** Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time. (MLR B1 A-C)

**Performance Indicator #2** Compare and evaluate various forms of government and political systems in the United States and the world, and describe their impact on societal issues, trends and events. (MLR B1 D-E; B3 A)

**Performance Indicator #3** Analyze the constitutional principles, and the roles of the citizen and the government, in major laws or cases, and compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations. (MLR B2 B-D)

**Performance Indicator #4** Using examples of historical or current issues, analyze the political structures, power and perspectives of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in Maine and the United States, and various cultures in the world. (MLR B3 A-B)

Course Name	Introduce	Progressing	Meets
World History CP	X		
World History Honors	X		
AP Human Geography		X	
20 <sup>th</sup> Century Asia		X	
20 <sup>th</sup> Century Europe		X	
Maine History CP		X	
US History CP		X	
College US History I DE		X	
College US History II DE		X	
AP US History		X	
United States History I		X	
Psychology CP		X	
College Psychology DE		X	
College Intro to Criminal Justice DE		X	
College Principles of Sociology DE		X	
Geography Thru Current Events		X	
Economics CP		X	
AP Economics		X	
Government CP			X
AP US Government			X
Personal Finance			
Seminar in Global Issues		X	

**MVHS Standard #4 ECONOMICS:** Understand and apply the concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the United States and the world. (MLR C)

**Performance Indicator #1** Explain and analyze the role of financial institutions, the stock market, and government including fiscal, monetary and trade policies in personal, business and national economies. (MLR C1 A-B, D-E)

**Performance Indicator #2** Evaluate the different strategies of money management, and the positive and negative impacts that credit can have on personal finances, using economic reasoning. (MLR C1 C)

**Performance Indicator #3** Explain and apply the concepts of specialization, economic interdependence, comparative advantage, and supply and demand as they relate to economic conditions or issues. (MLR C1 F-G)

**Performance Indicator #4** Compare different economic systems in a variety of regions and groups including Maine, Maine Native Americans, the United States and various regions of the world; explain the relationship between the region's economic system and its government, and the resulting costs and benefits. (MLR C2 A-C)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
World History CP			
World History Honors			
AP Human Geography	X		
20 <sup>th</sup> Century Asia	X	X	
20 <sup>th</sup> Century Europe	X	X	
Maine History CP	X	X	
US History CP	X	X	
College US History I DE	X	X	
College US History II DE	X	X	
AP US History	X	X	
United States History I	X	X	
Psychology CP			
College Psychology DE			
College Intro to Criminal Justice DE			
College Principles of Sociology DE			
Geography Thru Current Events			
Economics CP			X
AP Economics			X
Government CP		X	
AP US Government		X	
Personal Finance		X	
Seminar in Global Issues		X	

**MVHS Graduation Standard #5 GEOGRAPHY:** Analyze the physical, human and environmental geography of Maine, the United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future. (MLR D)

**Performance Indicator #1** Analyze the spatial organization of people, places and environments on the Earth's surface using mental maps, geographic data and representations, geospatial technologies and spatial thinking. (MLR D1 B-C)

**Performance Indicator #2** Apply geographical concepts, skills, and tools to interpret the past, address the present and plan for the future. (MLR D1 A, D)

**Performance Indicator #3** Evaluate the impact of change and how culture and experience influence people's perceptions of the physical and human characteristics of places and regions. (MLR D1 d)

**Performance Indicator #4** Analyze the interaction between human actions and environmental systems, and evaluate the meaning, use, distribution and importance of resources in various regions of the world. (MLR D1 C, D2 A)

**Performance Indicator #5** Evaluate how the forces of cooperation and conflict among people, as well as the movement and interactions of various groups of people, including Native Americans in Maine, influence the division and control of the Earth's surface historically and in the present. (MLR D2 B)

Course Name	Introduce	Progressing	Meets
World History CP	X		
World History Honors	X		
AP Human Geography			X
20 <sup>th</sup> Century Asia		X	
20 <sup>th</sup> Century Europe		X	
Maine History CP		X	
US History CP			X
College US History I DE			X
College US History II DE			X
AP US History			X
United States History I		X	
Psychology CP		X	
College Psychology DE			
College Intro to Criminal Justice DE			
College Principles of Sociology DE			
Geography Thru Current Events		X	
Economics CP			
AP Economics			
Government CP			
AP US Government			
Personal Finance			
Seminar in Global Issues		X	

**MVHS Graduation Standard #6 HISTORY:** Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world. (MLR E)

**Performance Indicator #1** Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures, the nation and the world. (MLR E1 B, E2 B)

**Performance Indicator #2** Select and organize evidence from primary and secondary sources to support an historical interpretation or argument. (MLR E1 A)

**Performance Indicator #3** Trace and evaluate the development of democratic ideals, the persistence of enduring themes (e.g. power and authority; migration) and their impact on societal issues, trends and events. (MLR E1 C)

**Performance Indicator #4** Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives. (MLR E1 d, E2 a; CCSS RH 6)

**Performance Indicator #5** Apply an understanding of causality, connections and significance to develop credible explanations of historical events based on reasoned interpretation of evidence. (MLR E1 D)

Course Name	Introduce	Progressing	Meets
World History CP	X		
World History Honors	X		
AP Human Geography		X	
20 <sup>th</sup> Century Asia		X	
20 <sup>th</sup> Century Europe		X	
Maine History CP		X	
US History CP			X
College US History I DE			X
College US History II DE			X
AP US History			X
United States History I			X
Psychology CP			
College Psychology DE			
College Intro to Criminal Justice DE			
College Principles of Sociology DE			
Geography Thru Current Events		X	
Economics CP			
AP Economics			
Government CP			
AP US Government			
Personal Finance			
Seminar in Global Issues		X	

## **Content Area #5 World Languages**

**MVHS Standard #1 INTERPERSONAL COMMUNICATION\***: Engage in conversations and informal written correspondence on a variety of topics. (MLR A1)

**Performance Indicator #1** Ask and respond to questions about familiar topics based on their own lives and interests.

**Performance Indicator #2** Express and elicit feelings and emotions in the target language.

**Performance indicator #3** Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.

**Performance indicator #4** Provide and exchange detailed information on familiar topics in formal and informal social situations

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
French I CP	X		
French I Honors	X		
Exploratory French I	X	X	X
Spanish I CP	X		
Spanish I Honors	X		
Exploratory Spanish I	X	X	X
Interpretive Sign I	X	X	
Interpretive Sign II			X
French II CP			X
French II Honors			X
Spanish II CP			X
Spanish II Honors			X
French III Honors			X
Spanish III Honors			X
French IV Honors			X
Spanish IV Honors			X

**MVHS Graduation Standard #2 INTERPRETIVE COMMUNICATION:** Understand and interpret written and spoken language on a variety of topics. (MLR A2)

**Performance Indicator #1** Identify main ideas, topics and specific information in a variety of authentic auditory, written, or signed materials.

**Performance Indicator #2** Apply comprehension strategies to interpret text.

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
French I CP	X		
French I Honors	X		
Exploratory French I	X	X	X
Spanish I CP	X		
Spanish I Honors	X		
Exploratory Spanish I	X	X	X
Interpretive Sign I	X	X	
Interpretive Sign II			X
French II CP			X
French II Honors			X
Spanish II CP			X
Spanish II Honors			X
Spanish II Honors			X
French III Honors			X
Spanish III Honors			X
French IV Honors			X
Spanish IV Honors			X

**MVHS Graduation Standard #3 PRESENTATIONAL COMMUNICATION:** Present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics. (MLR A3)

**Performance Indicator #1** Read authentic passages aloud with appropriate pronunciation, phrasing and intonation.

**Performance Indicator #2** Narrate stories about experiences or events familiar to them orally or in sign language. \*

**Performance Indicator #3** Write narrative and expository/ informational compositions in the target language.

**Performance indicator #4** Deliver oral/signed presentations related to the culture in which the target language is spoken.

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
French I CP	X		
French I Honors	X		
Exploratory French I	X	X	X
Spanish I CP	X		
Spanish I Honors	X		
Exploratory Spanish I	X	X	X
Interpretive Sign I	X	X	
Interpretive Sign II			X
French II CP			X
French II Honors			X
Spanish II CP			X
Spanish II Honors			X
Spanish II Honors			X
French III Honors			X
Spanish III Honors			X
French IV Honors			X
Spanish IV Honors			X

**MVHS Graduation Standard #4 COMPARISON OF PRACTICES, PRODUCTS, AND PERSPECTIVES:** Compare the nature of language and the culture(s) of the target language with one's own. (MLR A4, B1-3, C2)

**Performance Indicator #1** Compare the target language with English to better understand language systems.

**Performance Indicator #2** Describe practices and perspectives of a culture(s) in which the target language is spoken.

**Performance Indicator #3** Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.

**Performance Indicator #4** Explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.

**Performance Indicator #5** Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives.

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
French I CP	X		
French I Honors	X		
Exploratory French I	X	X	X
Spanish I CP	X		
Spanish I Honors	X		
Exploratory Spanish I	X	X	X
Interpretive Sign I	X	X	
Interpretive Sign II			X
French II CP			X
French II Honors			X
Spanish II CP			X
Spanish II Honors			X
Spanish II Honors			X
French III Honors			X
Spanish III Honors			X
French IV Honors			X
Spanish IV Honors			X

**MVHS Graduation Standard #5 COMMUNITIES:** Encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning. (MLR C1, D1)

**Performance Indicator #1** Identify connections between target language and another content area using either English or the target language.

**Performance Indicator #2** Use their knowledge of the target language to identify and make connections with specialized vocabulary used in various fields of study.

**Performance indicator #3** Explain the importance of culture and language acquisition in a 21st Century global economy.

**Performance Indicator #4** Use language within and beyond the school setting.

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
French I CP	X		
French I Honors	X		
Exploratory French I	X	X	X
Spanish I CP	X		
Spanish I Honors	X		
Exploratory Spanish I	X	X	X
Interpretive Sign I	X	X	
Interpretive Sign II			X
French II CP			X
French II Honors			X
Spanish II CP			X
Spanish II Honors			X
Spanish II Honors			X
French III Honors			X
Spanish III Honors			X
French IV Honors			X
Spanish IV Honors			X

## **Content Area #6 Visual and Performing Arts**

**MVHS Graduation Standard #1 DISCIPLINARY LITERACY** Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

### **Music**

**Performance Indicator #1** Perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique, alone or with others. (MLR A1)

**Performance indicator #2** Apply accumulated knowledge of musical notation, symbols, and terminology to perform music. (MLR A2)

**Performance Indicator #3** Analyze and evaluate music. (MLR A3)

### **Theatre**

**Performance Indicator #1** Identify and define the parts of the stage. (MLR A1)

**Performance Indicator #2** Identify and describe the crisis, resolution, and theme of the play. (MLR A1)

**Performance Indicator #3** Fulfill a technical role from pre-show through strike. (MLR A2)

### **Visual Arts**

**Performance Indicator #1** Research and explain how art and artists reflect and influence culture and periods of time. (MLR A1)

**Performance Indicator #2** Evaluate all the features of composition. (MLR A2)

### **Consumer Arts and Science**

**Performance Indicator #1** Students research and explain the art of cooking, and can explain the origins of basic cooking utensils, cooking terms and processes. (MLR A1 modified)

**Performance Indicator #2** Students can follow a recipe (MLR A2, modified)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Foundations of Art I	X	X	X
Foundations of Art II	X	X	X
Studio Art	X	X	X
Creative Design	X	X	X
Clay I	X	X	X
Clay II	X	X	X
Black and White Photography	X	X	X
Advanced Photography	X	X	X
Digital Imaging	X	X	X
Photojournalism	X	X	X
Theatre	X	X	X
Concert Band	X	X	X
Chorus	X	X	X
Beginning Piano	X	X	X
Jazz Ensemble	X	X	X
History of Rock and Roll	X	X	X
Foods and Nutrition I			

Foods and Nutrition II			
Sampler I	X	X	X
International Cuisine	X	X	X
American Cookery	X	X	X
Child Care and Development			
Survey of Technology I			
Survey of Technology II			
Woodworking Technology	X	X	X
Architectural Drawing and Design	X	X	X
Introduction to Robotics			
Advanced Robotics			

**MVHS Standard #2 CREATION, PERFORMANCE, EXPRESSION** Students create, perform, and express ideas through the art discipline.

**Music**

**Performance Indicator #1** Perform music of various styles and genres that requires well-developed technical skills, attention to phrasing and interpretation and various meters and rhythms in a variety of keys. (MLR B1)

**Performance Indicator #2** Analyze and evaluate musical ideas expressed in compositions. (MLR B2)

**Theatre**

**Performance Indicator #1** Refine gesture and stage business in the portrayal of a role. (MLR B1)

**Performance Indicator #2** Demonstrate development of a character's attitude and point of view. (MLR B2)

**Performance Indicator #3** Improvise to address unforeseen circumstances. (MLR B3)

**Visual Arts**

**Performance Indicator #1** Choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1)

**Performance Indicator #2** Use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style. (MLR B2)

**Performance Indicator #3** Create a body of original art work. (MLR B3)

**Consumer Arts and Science**

**Performance Indicator #1** Students follow a recipe and prepare a meal working with other students (MLR B1 modified)

**Performance Indicator #2** Modifies a recipe to suit personal tastes (MLR B2 modified)

**Performance indicator #3** Creates a visually appealing meal or snack that considers "presentation" or visual appeal (MLR B2, B3 modified)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Foundations of Art I	X	X	X
Foundations of Art II	X	X	X
Studio Art	X	X	X
Creative Design	X	X	X
Clay I	X	X	X
Clay II	X	X	X
Black and White Photography	X	X	X
Advanced Photography	X	X	X
Digital Imaging	X	X	X
Photojournalism	X	X	X
Theatre	X	X	X
Concert Band	X	X	X
Chorus	X	X	X
Beginning Piano	X	X	X
Jazz Ensemble	X	X	X

History of Rock and Roll	X	X	X
Foods and Nutrition I			
Foods and Nutrition II			
Sampler I	X	X	X
International Cuisine	X	X	X
American Cookery	X	X	X
Child Care and Development			
Survey of Technology I			
Survey of Technology II			
Woodworking Technology	X	X	X
Introduction to Robotics			
Advanced Robotics			

**MVHS Graduation Standard #3 CREATIVE PROBLEM SOLVING** Students approach artistic problem-solving using multiple solutions and the creative process.

**Performance Indicator #1** Apply creative problem-solving skills to improve or vary their own work and/or the work of others. (MLR C1)

**Performance Indicator #2** Apply creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)

**Performance Indicator #3** Analyze creative problem solving skills and creative thinking skills to improve or vary their own work and/or the work of others. (MLR C1)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Foundations of Art I	X	X	X
Foundations of Art II	X	X	X
Studio Art	X	X	X
Creative Design	X	X	X
Clay I	X	X	X
Clay II	X	X	X
Black and White Photography	X	X	X
Advanced Photography	X	X	X
Digital Imaging	X	X	X
Photojournalism	X	X	X
Theatre	X	X	X
Concert Band	X	X	X
Chorus	X	X	X
Beginning Piano	X	X	X
Jazz Ensemble	X	X	X
History of Rock and Roll	X	X	X
Foods and Nutrition I			
Foods and Nutrition II			
Sampler I	X	X	X
International Cuisine	X	X	X
American Cookery	X	X	X
Child Care and Development			
Survey of Technology I			
Survey of Technology II			
Woodworking Technology	X	X	X
Architectural Drawing and Design	X	X	X
Introduction to Robotics			
Advanced Robotics			

**MVHS Graduation Standard #4 AESTHETICS AND CRITICISM** Students approach artistic problem solving using multiple solutions and the creative process.

**Performance Indicator #1** Describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills and processes of the discipline. (MLR D1a)

**Performance Indicator #2** Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources. (MLR D1b)

**Performance Indicator #3** Identify the difference between a personal opinion and an informed judgment. (MLR D1c)

**Performance Indicator #4** Research and explain how art and artists reflect and shape their time and culture. (MLR D1d)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Foundations of Art I	X	X	X
Foundations of Art II	X	X	X
Studio Art	X	X	X
Creative Design	X	X	X
Clay I	X	X	X
Clay II	X	X	X
Black and White Photography	X	X	X
Digital Imaging	X	X	X
Photojournalism	X	X	X
Theatre	X	X	X
Concert Band	X	X	X
Chorus	X	X	X
Beginning Piano	X	X	X
Jazz Ensemble	X	X	X
History of Rock and Roll	X	X	X
Foods and Nutrition I			
Foods and Nutrition II			
Sampler I	X	X	X
International Cuisine	X	X	X
American Cookery	X	X	X
Child Care and Development			
Survey of Technology I			
Survey of Technology II			
Woodworking Technology	X	X	X
Architectural Drawing and Design	X	X	X
Introduction to Robotics			
Advanced Robotics			

**MVHS Graduation Standard #5 CONNECTIONS** Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

**Performance Indicator #1** Analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)

**Performance Indicator #2** Analyze skills and concepts that are similar across disciplines. (MLR E2)

**Performance Indicator #3** Make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR E3)

**Performance Indicator #4** Explain how knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)

**Performance Indicator #5** Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Foundations of Art I	X	X	X
Foundations of Art II	X	X	X
Studio Art	X	X	X
Creative Design	X	X	X
Clay I	X	X	X
Clay II	X	X	X
Black and White Photography	X	X	X
Digital Imaging	X	X	X
Photojournalism	X	X	X
Theatre	X	X	X
Concert Band	X	X	X
Chorus	X	X	X
Beginning Piano	X	X	X
Jazz Ensemble	X	X	X
History of Rock and Roll	X	X	X
Foods and Nutrition I			
Foods and Nutrition II			
Sampler I	X	X	X
International Cuisine	X	X	X
American Cookery	X	X	X
Child Care and Development			
Survey of Technology I			
Survey of Technology II			
Woodworking Technology	X	X	X
Architectural Drawing and Design	X	X	X
Introduction to Robotics			
Advanced Robotics			

## **Content Area #7 Health Education and Physical Education**

### **Health Education**

**MVHS Standard #1 HEALTH CONCEPTS** Students comprehend concepts related to health promotion and disease prevention to enhance health. (MLR A)

**Performance Indicator #1** Predict how behaviors impact health status by analyzing individual responsibility for one's health, barriers to healthy behaviors, personal susceptibility and potential severity of injury and illness when practicing unhealthy behaviors. (MLR A1)

**Performance Indicator #2** Analyze the interrelationships of physical, mental/ intellectual, emotional and social health. (MLR A2)

**Performance Indicator #3** Explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent or treat them. (MLR A3)

**Performance Indicator #4** Analyze and describe how the environment, genetics, family history, and access to health care, are interrelated and can impact personal health. (MLR A4)

**Performance Indicator #5** Describe the characteristics of human growth and development through the various stages of life. (MLR A5)

**Performance Indicator #6** Analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention. (MLR A6)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Health CP	X	X	X

**MVHS Standard #2 HEALTH INFORMATION, PRODUCTS, AND SERVICES** Demonstrate the ability to access valid health information, services and products to enhance health. (MLR B)

**Performance Indicator #1** Evaluate and validity and accessibility of health information, products and services. (MLR B1)

**Performance Indicator #2** Determine when professional health services may be required and access valid and reliable health information, products and services. (MLR B2)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Health CP	X	X	X

**MVHS Standard #3 HEALTH PROMOTION AND RISK REDUCTION** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (MLR C)

**Performance Indicator #1** Demonstrate healthy practices/behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy. (MLR C1)

**Performance Indicator #2** Demonstrate a variety of behaviors to avoid or reduce health risks to self and others including first aid for personal, family and community health. (MLR C2)

**Performance Indicator #3** Design, implement and evaluate a plan for stress management. (MLR C3)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Health CP	X	X	X

**MVHS Standard #4 INFLUENCES ON HEALTH** Analyze the ability of family, peers, culture, media, technology and other factors to enhance health. (MLR D)

**Performance Indicator #1** Analyze and evaluate how multiple factors such as norms, culture and values influence health and health behaviors and investigate how public health policies and government regulations can influence health promotion and disease prevention. (MLR D1)

**Performance Indicator #2** Evaluate the impact of technology, including medical technology, on personal, family, and community health. (MLR D2)

**Performance Indicator #3** Analyze how some health risk behaviors, can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use. (MLR D3)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Health CP	X	X	X

**MVHS Standard #5 ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS**

Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health. (MLR E, F)

**Performance Indicator #1** Utilize effective communication skills with family, peers and others to enhance health in the following ways: asking for and offering assistance to enhance the health of self and others; refusal, negotiation and collaboration skills to avoid and reduce health risks; and strategies for prevention, management and resolution of interpersonal conflicts without harm to self or others. (MLR E1)

**Performance Indicator #2** Demonstrate the following ways to influence and support others to make positive health choices: formulate health messages utilizing accurate peer and societal norms; adapt health messages and communication techniques to different audiences; and work cooperatively as an advocate for personal, family and community health. (MLR E2)

**Performance Indicator #3** Apply the following decision-making process to enhance health: compare the value of thoughtful decision-making to quick decision-making in a health related situation; justify when that decision should be individual or collaborative; generate alternative approaches and predict the potential short and long-term impact for themselves and others with each alternative; defend the healthy choice; and evaluate the effectiveness of the healthy decision. (MLR F1)

**Performance Indicator #4** Develop and analyze a plan to attain a personal health goal in the following ways: assess personal health practices and overall health status; select a personal health goal that addresses strengths, needs and risks; implement strategies and analyze progress towards achieving the goal. (MLR F2)

**Performance indicator #5** Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies. (MLR F3)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Health CP	X	X	X

## Physical Education

**MVHS Standard #6 MOVEMENT/MOTOR SKILLS AND KNOWLEDGE** Demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance. (MLR G)

**Performance Indicator #1** Apply the following principles of stability and force to modify their performance in games/ physical activities: how spin and rebound affect the motion of an object; how opposition, point of contact and point of release change the path of an object; how adjusting movements to accommodate external forces decrease the risk of injury. (MLR G1)

**Performance Indicator #2** Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/ physical activity. (MLR G2)

**Performance Indicator #3** Explain the relationship of fitness skill components to specialized movement skills. (MLR G3)

**Performance Indicator #4** Design appropriate practice sessions, utilizing fundamental movement skills to improve performance. (MLR G4)

Course Name	Introduce	Progressing	Meets
Physical Education	X	X	X
Advanced Physical Education	X	X	X
Women and Weights	X	X	X
Men and Weights	X	X	X
Lifelong Wellness	X	X	X

**MVHS Graduation Standard #7 PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE**  
Demonstrate and apply fitness concepts. (MLR H)

**Performance Indicator #1** Participate in a health-related fitness assessment to establish personal fitness goals and reassess their fitness over time. (MLR H1)

**Performance indicator #2** Design and critique a personal fitness plan, from established goals, that applies the five fitness components and the principles of training (specificity, overload, and progression). (MLR H2)

**Performance Indicator #3** Select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components. (MLR H3)

**Performance Indicator #4** Explain the interrelationship of physiological responses and physical, mental/intellectual, emotional and social benefits related to regular participation in physical activity. (MLR H4)

Course Name	Introduce	Progressing	Meets
Physical Education	X	X	X
Advanced Physical Education	X	X	X
Women and Weights	X	X	X
Men and Weights	X	X	X
Lifelong Wellness	X	X	X

**MVHS Standard #8 PERSONAL AND SOCIAL SKILLS AND KNOWLEDGE** Demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings. (MLR I)

**Performance Indicator #1** Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback; respectful inclusion of peers in activities. (MLR I1)

**Performance Indicator #2** Demonstrate responsible and ethical personal behavior while participating in physical activities. (MLR I2)

**Performance indicator #3** Predict how etiquette/safety rules improve games/activities, contribute to productive participation, and how environmental modifications can impact safety. (MLR I3)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Physical Education	X	X	X
Advanced Physical Education	X	X	X
Women and Weights	X	X	X
Men and Weights	X	X	X
Lifelong Wellness	X	X	X

## **Content Area #8 Career and Educational Development**

**MVHS Standard #1 SELF-KNOWLEDGE AND INTERPERSONAL RELATIONSHIPS:** Assess and demonstrate a thorough understanding of the knowledge, attitudes, behaviors and skills needed to be successful in school, careers, civic life, and relationships with others. (NCDG PS1, PS2)

**Performance Indicator #1** Students are able to assess personal skills, abilities, aptitudes and dispositions and analyze how they positively and negatively aid them in reaching academic, career and life goals. (MLR A1)

**Performance Indicator #2** Students identify and evaluate strategies to improve behaviors, beliefs, and attitudes necessary for success in school, careers and civic life. (MLR A2)

**Performance Indicator #3** Students demonstrate how positive and negative attitudes affect one's ability to work with others and evaluate successful strategies to improve interpersonal skills. (MLR A3)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Survey of Technology I	X	X	X
Survey of Technology II	X	X	X
Woodworking Technology	X	X	X
Introduction to Robotics	X	X	X
Advanced Robotics	X	X	X

**MVHS Standard #2 EDUCATION, CAREER AND LIFE ROLES** Demonstrate an understanding of the relationship between the changing nature of work in a 21st century global economy and educational requirements; how learning new skills and educational achievement lead to increased career options and lifelong learning. (NCDG ED 1, ED 2, CM 3, CM 5)

**Performance Indicator #1** Students understand the integration and application of academic knowledge and skills and lifelong learning to career success in a 21st Century global economy. (MLR B1)

**Performance Indicator #2** Students evaluate strategies to improve skills that lead to lifelong learning and personal success in school, work, careers and community. (MLR B2)

**Performance Indicator #3** Students use a variety of informational resources including self-assessment, academic achievement and career interests to develop a personalized plan for education, training, and career choices. (MLR B3)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Survey of Technology I	X	X	X
Survey of Technology II	X	X	X
Woodworking Technology	X	X	X
Introduction to Robotics	X	X	X
Advanced Robotics	X	X	X

**MVHS Standard #3 MAKING DECISIONS, UTILIZING A PLANNING PROCESS, CREATING OPPORTUNITIES AND MAKING MEANINGFUL CONTRIBUTIONS** Demonstrate effective decision-making and planning skills in their pursuit of success in education, work and citizenship roles. (NCDG CM 1, CM 2, CM 3, CM 4)

**Performance Indicator #1** Students use the planning process to evaluate the effectiveness of secondary and postsecondary goals. (MLR C1, C2)

**Performance Indicator #2** Students identify multiple resources that influence their career and education decision-making. (MLR C3)

**Performance Indicator #3** Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success. (MLR C4)

<b>Course Name</b>	<b>Introduce</b>	<b>Progressing</b>	<b>Meets</b>
Survey of Technology I	X	X	X
Survey of Technology II	X	X	X
Woodworking Technology	X	X	X
Introduction to Robotics	X	X	X
Advanced Robotics	X	X	X

**MVHS Writing Process Rubric 9-10**  
**Standards: The Writing Process**

The student... will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (W5).

<b>Writing Process Rubric</b>		Score <u>    </u> / 20		
Scores: <b>→</b>	1-5: Below Basic	6-10: Basic	11-15: Proficient	16-20: Goal
<b><u>Steps</u></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Planning/ Brainstorming</b>	No or limited key words/ideas were recorded and organized on paper/organizer to support this piece of writing.	Few key words/ideas were recorded and organized on paper/organizer but lacked parts to support this piece of writing.	Numerous key words/ideas were recorded and organized on paper/organizer to support this piece of writing.	Detailed ideas were listed and highly organized on paper/organizer to support this piece of writing.
<b>First Draft/ Rough Copy</b>	No or limited key words/ideas were used from planning stage. No or weak organization and structure in first draft.	Few key words/ideas were used from planning stage. Beginning to show organization and structure in first draft.	Numerous key words/ideas were used from planning stage. Most of first draft is organized and structured.	All key words/ideas were used from planning stage. Additional ideas were used too. First draft is highly organized and structured.
<b>Revise</b>	No or limited key words/ideas were added, deleted, and/or rearranged in first draft. Details aren't specific and clear.	Few key words/ideas were added, deleted, and/or rearranged in first draft. Details are beginning to be specific and clear.	Adequate key words/ideas were added, deleted, and/or rearranged in first draft. Most details are specific and clear.	Numerous key words/ideas were added, deleted, and/or rearranged in first draft. Details are specific and clear.
<b>Edit</b>	<input type="checkbox"/> No or little attention to sentence structure. <input type="checkbox"/> No or little attention to spelling. <input type="checkbox"/> No or little attention to punctuation. <input type="checkbox"/> No or little attention to capitalization.	<input type="checkbox"/> Some attention to sentence structure. <input type="checkbox"/> Some attention to spelling. <input type="checkbox"/> Some attention to punctuation. <input type="checkbox"/> Some attention to capitalization.	<input type="checkbox"/> Adequate attention to sentence structure. <input type="checkbox"/> Adequate attention to spelling. <input type="checkbox"/> Adequate attention to punctuation. <input type="checkbox"/> Adequate attention to capitalization.	<input type="checkbox"/> Full attention to sentence structure. <input type="checkbox"/> Full attention to spelling. <input type="checkbox"/> Full attention to punctuation. <input type="checkbox"/> Full attention to capitalization.
<b>Final Copy/ Publish</b>	The final copy wasn't written correctly in best handwriting or typed correctly on a computer. Sentence fluency is poor.	Parts of the final copy were written correctly in best handwriting or typed correctly on a computer. Sentence fluency is strong in some parts.	Most of the final copy was written correctly in best handwriting or typed correctly on a computer. Sentence fluency is strong in most parts.	The final copy was written correctly in best handwriting or typed correctly on a computer. Sentence fluency is strong throughout.

Which step(s) does student need to work on?

The Student will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content (W2).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Expository Paragraph Scoring Guide

Topic/Prompt: \_\_\_\_\_

	Below Basic (1 point)	Basic (2 points)	Proficient (3 points)	Advanced (4 points)	Score
<b>W5</b>	<b>Little or no attempt at a plan</b>	<b>Attempts a plan; plan sketchy</b>	<b>Clear plan</b>	<b>Thorough plan with useful details</b>	
<b>W2</b>	Topic sentence is absent or unclear	Attempts a topic sentence	Topic sentence clearly fits the prompt, task, or topic	Strong topic sentence addresses the prompt, task, or topic in a compelling and highly interesting way	
<b>Organization</b>	Reasons, details, or facts are unclear or not related to the topic	Reasons, details, or facts are clear	Accurate reasons, details, or facts strongly support topic	Compelling reasons, details, or facts shared with confidence and emphasis	
	No transitions or transitions not used correctly	Use of ordinary transitions; transitions may not be used effectively	Transitions (obvious or subtle) fit the paragraph's purpose	Varied or subtle transitions enhance the flow of the piece	
	No examples and/or explanations to support the topic	Few/weak examples and explanations; some off topic	Some good examples; clear explanations support the topic	Many exceptional examples; significant evidence and elaboration	
	No or inappropriate conclusion	Weak conclusion; mostly repeats the topic	Solid conclusion restates topic sentence	Strong conclusion addresses the topic sentence again in a new way	
<b>W2</b>	<b>Not enough information; information unclear</b>	<b>Information sometimes repeated or wanders from prompt, task, or topic</b>	<b>All information relates to prompt, task, or topic</b>	<b>Quality and quantity of information educates and/or entertains the reader</b>	
<b>Content</b>	Examples inaccurate, confusing, or omitted	Examples and explanations are incomplete; need further clarification	Examples and explanations help reader clearly understand the topic	Intriguing or highly interesting examples, evidence, and explanations bring prompt, task, or topic to life	
	No clear connection to prompt, task, or topic	Accurate response, but prompt, task, or topic not developed enough	Clearly addresses the prompt, task, or topic	Fully develops prompt, task, or topic	
<b>L1</b>	Many fragments and/or run-on sentences; several short, choppy sentences	Mostly simple sentences or sentences that begin the same way	Different sentence structures; variety in the way sentences begin	A variety of simple, compound, and complex sentences	
<b>Style</b>	Repeated words or phrases; many words used incorrectly	Basic words and descriptions	Familiar/ordinary words fit the topic; descriptive words used effectively	Rich words, content vocabulary, and/or figurative language create mental pictures; engage reader	
	No clear purpose	Style of paragraph fits the purpose but needs development	Style, voice, and tone of paragraph accurately answer and fit the prompt, task, or topic	Style, voice, and tone of paragraph accurately address prompt, task, or topic; specific words, phrases, and/or sentence structures enhance the paragraph and its purpose	
<b>L2</b>	Many errors in capitalization, usage, punctuation, and spelling that interfere with reading; no sense of paragraphing	Some errors in capitalization, usage, punctuation, and spelling that slow down the reader; some sense of paragraphing	Few errors in capitalization, usage, punctuation, and spelling, but they do not interfere with reading or understanding; accurate paragraphing	Minimal errors in capitalization, usage, punctuation, and spelling; obvious paragraphing	
<b>GMP * FT</b>	Shows lack of language skills	Some problems with language	Correct use of language	Skilled use of language	
	Not readable	Not neat; still readable	Neat, readable	Exceptionally neat; obvious effort to engage the reader	
*G = Grammar      M = Mechanics      P = Presentation					<b>Total Score (16 possible)</b>

The student will provide an objective summary of the text (RL/RI 2b)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Summary Writing Scoring Guide

Topic/Prompt: \_\_\_\_\_

	Below Basic (1 point)	Basic (2 points)	Proficient (3 points)	Advanced (4 points)	Score
WS Organization	<p>No plan; no fact outline</p> <p>No summary topic sentence; unclear topic sentence</p> <p>No facts, or random facts</p> <p>No sequencing; sentences do not make sense</p>	<p>Attempts a plan; fact outline</p> <p>Attempt at a summary topic sentence</p> <p>Some facts; not well organized</p> <p>Some sequencing; sentences need to be developed</p>	<p>Clear plan; useful fact outline</p> <p>A clear topic sentence with title and summary verb</p> <p>Several facts; organized; make sense</p> <p>Good sequencing; sentences connect to one another</p>	<p>Definite plan; detailed fact outline</p> <p>A strong summary topic sentence; well written with a definite purpose</p> <p>Several facts well organized to make a point</p> <p>Strong, logical, sequencing</p>	
RI Content	<p>Information is confusing or too much unnecessary detail</p> <p>Sentences have no clear connection to the topic sentence</p> <p>Content shows little or no comprehension of the text</p>	<p>Information sometimes repeated or unclear</p> <p>Some facts support the topic sentence</p> <p>Content shows some comprehension of the text</p>	<p>All information is clear and relates to the topic sentence</p> <p>Facts sequenced and explained well; clearly support the topic sentence</p> <p>Content shows comprehension of the text</p>	<p>Quality and quantity of information show obvious attempt to support the topic sentence</p> <p>Facts are sequenced and presented quite well, with confidence and skill</p> <p>Content shows an in-depth understanding of the text</p>	
L1 Style	<p>Many fragments and/or run-on sentences; several short, choppy sentences</p> <p>Repeated words or phrases; many words used incorrectly</p> <p>No clear purpose; no sense of summary style</p>	<p>Mostly simple sentences or sentences that begin the same way</p> <p>Basic words and descriptions</p> <p>Style of paragraph(s) fits summary writing but needs development</p>	<p>Different sentence structures; variety in the way sentences begin</p> <p>Familiar/ordinary words fit the topic; descriptive words used effectively</p> <p>Obvious sense of summary style; paragraph(s) accurately answers and fits the task</p>	<p>A variety of good simple, compound, and complex sentences; fragments, if used, are accurate and effective</p> <p>Rich vocabulary and content engage the reader</p> <p>Good use of summary style with words, phrases, and/or sentence structures that enhance the purpose of the paragraph(s)</p>	
L2 GMP*	<p>Many errors in capitalization, usage, punctuation, and spelling that interfere with reading; no paragraphing</p> <p>Shows lack of language skills</p> <p>Not readable</p>	<p>Some errors in capitalization, usage, punctuation, and spelling that slow down the reader; attempts a paragraph</p> <p>Some problems with language</p> <p>Not neat; still readable</p>	<p>Few errors in capitalization, usage, punctuation, and spelling, but they do not interfere with reading or understanding; accurate paragraphing</p> <p>Correct use of language</p> <p>Neat, readable</p>	<p>Minimal, if any, errors in capitalization, usage, punctuation, and spelling; obvious paragraphing</p> <p>Skilled use of language</p> <p>Exceptionally neat; obvious effort to engage the reader</p>	
*G = Grammar    M = Mechanics    P = Presentation					<b>Total Score (16 possible)</b>

**MVHS ELA Narrative Essay Rubric 11-12**

**Standard 4 Writes Narrative Texts**

The student will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Student Name:**

\_\_\_\_\_ This essay will not be entered into Infinite Campus until a revised and edited copy is submitted.

	Meets or Exceeds the Minimum Requirement (80-100 points)	Partially Meets or Does Not Meet the Minimum Requirement (60-79 points)																		
<b>Organization</b> (W3c, e)	<p><b>Organizes by using the following elements:</b></p> <p>_____ uses an effective introduction, hook</p> <p>_____ establishes a clear thesis</p> <p>_____ employs a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>_____ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p> <table border="1"> <tr> <td>18</td> <td>17</td> <td>16</td> <td>15</td> <td>14</td> </tr> <tr> <td>A</td> <td></td> <td>B</td> <td></td> <td>C</td> </tr> </table>	18	17	16	15	14	A		B		C	<p><b>Partially/Does Not organize(s):</b></p> <p>_____ weak or missing introduction, hook</p> <p>_____ weak or missing thesis</p> <p>_____ weak or missing techniques to sequence events to create a coherent whole.</p> <p>_____ weak or missing conclusion that does not follow from or reflect on what is experienced, observed, or resolved over the course of the narrative</p> <table border="1"> <tr> <td>13.9</td> <td>12</td> <td>11</td> <td>10</td> </tr> <tr> <td>C</td> <td></td> <td>D</td> <td>F</td> </tr> </table>	13.9	12	11	10	C		D	F
18	17	16	15	14																
A		B		C																
13.9	12	11	10																	
C		D	F																	
<b>Content</b> (W3a)	<p><b>Engages and orients the reader:</b></p> <p>_____ sets out a problem, situation, or observation,</p> <p>_____ establishes one/multiple point(s) of view</p> <p>_____ introduces a narrator and/or characters;</p> <p>_____ creates a smooth progression of experiences or events</p> <p>_____ uses supportive details/evidence</p> <table border="1"> <tr> <td>18</td> <td>17</td> <td>16</td> <td>15</td> <td>14</td> </tr> <tr> <td>A</td> <td></td> <td>B</td> <td></td> <td>C</td> </tr> </table>	18	17	16	15	14	A		B		C	<p><b>Partially/Does Not engage or orient the reader:</b></p> <p>_____ partially or does not set out a problem, situation, or observation</p> <p>_____ partially or does not establish one or multiple point(s) of view</p> <p>_____ partially or does not introduce a narrator and/or characters</p> <p>_____ partially or does not create a smooth progression of experiences or events</p> <p>_____ partially or does not provide supportive details/evidence</p> <table border="1"> <tr> <td>13.9</td> <td>12</td> <td>11</td> <td>10</td> </tr> <tr> <td>C</td> <td></td> <td>D</td> <td>F</td> </tr> </table>	13.9	12	11	10	C		D	F
18	17	16	15	14																
A		B		C																
13.9	12	11	10																	
C		D	F																	
<b>Voice</b> (W3b)	<p><b>Employs narrative techniques to develop experiences, events, and/or characters:</b></p> <p>_____ appropriate and effective narrative voice conveys events</p> <p>_____ uses dialogue</p> <p>_____ uses effective pacing</p> <p>_____ provides detailed description</p> <p>_____ uses reflection</p> <table border="1"> <tr> <td>16</td> <td>15</td> <td>14</td> <td>13</td> </tr> <tr> <td>A</td> <td></td> <td>B</td> <td>C</td> </tr> </table>	16	15	14	13	A		B	C	<p><b>Partially/Does Not employ narrative techniques to develop experiences, events, and/or characters:</b></p> <p>_____ partially or does not use narrative voice</p> <p>_____ partially or does not use dialogue</p> <p>_____ partially or does not use effective pacing</p> <p>_____ partially or does not use detailed description</p> <p>_____ partially or does not use reflection</p> <table border="1"> <tr> <td>12.9</td> <td>11</td> <td>10</td> <td>9</td> </tr> <tr> <td>C</td> <td></td> <td>D</td> <td>F</td> </tr> </table>	12.9	11	10	9	C		D	F		
16	15	14	13																	
A		B	C																	
12.9	11	10	9																	
C		D	F																	

<b>Word Choice</b> (W3d)	<p>Conveys a vivid picture of the experiences, events, setting, and/or characters:</p> <p>_____ uses precise words and phrases          _____ provides telling details          _____ uses sensory language, figurative language, imagery</p> <table border="1" data-bbox="289 436 850 491"> <tr> <td>16 15</td> <td>14</td> <td>13</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	16 15	14	13	A	B	C	<p>Partially/Does Not convey(s) a vivid picture of experiences, events, setting, or characters:</p> <p>_____ lacks precise words and phrases          _____ lacks telling details          _____ lacks sensory language, figurative language, imagery</p> <table border="1" data-bbox="873 436 1435 491"> <tr> <td>12,9 11</td> <td>10</td> <td>9</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	12,9 11	10	9	C	D	F
16 15	14	13												
A	B	C												
12,9 11	10	9												
C	D	F												
<b>Sentence Fluency</b> (W3c, L3)	<p>Varies syntax for effect:</p> <p>_____ employs sentence variety          _____ consults references like paperrater.com for guidance          _____ uses transition words and phrases to join sentences to sentences and paragraphs to paragraphs.</p> <table border="1" data-bbox="289 840 850 894"> <tr> <td>16 15</td> <td>14</td> <td>13</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	16 15	14	13	A	B	C	<p>Partially/Does Not vary(ies) syntax for effect:</p> <p>_____ sentence variety          _____ does not consult references like paperrater.com for guidance          _____ lacks transition words and phrases which join sentences to sentences and paragraphs to paragraphs</p> <table border="1" data-bbox="873 840 1435 894"> <tr> <td>12,9 11</td> <td>10</td> <td>9</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	12,9 11	10	9	C	D	F
16 15	14	13												
A	B	C												
12,9 11	10	9												
C	D	F												
<b>Conventions</b> (L1 & L2)	<p>Demonstrates command of the conventions of standard English grammar and usage:</p> <p>_____ resolves issues of complex or contested usage, consulting references as needed (e.g. paperrater.com)          _____ exhibits few errors which do not interfere with comprehension</p> <table border="1" data-bbox="289 1398 850 1453"> <tr> <td>16 15</td> <td>14</td> <td>13</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	16 15	14	13	A	B	C	<p>Partially/Does Not demonstrate(s) command of the conventions of standard English grammar and usage:</p> <p>_____ does not consult additional references for support          _____ frequent errors which interfere with comprehension:          _____ specific and frequent errors noted:</p> <p>_____</p> <p>_____</p> <p>_____</p> <table border="1" data-bbox="873 1398 1435 1453"> <tr> <td>12,9</td> <td>10</td> <td>9</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	12,9	10	9	C	D	F
16 15	14	13												
A	B	C												
12,9	10	9												
C	D	F												

Exceeds	Meets	Meets	Partially Meets	Does Not Meet	Does Not Met
100-93	92-85	84-80	79-76	75-70	70-52
A	B	C	C	D	F

REVISED 1/15/15 LPease, RLash, RWorner

**MVHS ELA Argument/Persuasive Essay Rubric 11-12**

**Standard 3 Writes Arguments**

The student will write clear and coherent arguments for a range of tasks, purposes, and audiences.

Student Name:

\_\_\_\_ Fix and Finish: This essay will not be entered in Infinite Campus until a revised and edited copy is submitted.

	<b>Meets or Exceeds the Minimum Requirement (80-100 points)</b>	<b>Partially Meets or Does Not Meet the Minimum Requirement (60-79 points)</b>												
<b>Organization (W1a, e)</b>	<p>Organizes by using the following elements:</p> <p>____ introduces precise claim(s) through clear thesis</p> <p>____ engages audience through effective hook</p> <p>____ distinguishes the claim(s) from alternate or opposing claims</p> <p>____ creates an organization that establishes clear relationships among claim(s), counterclaims reasons, and evidence</p> <p>____ provides a concluding statement or section that follows from and supports the argument presented</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>18-17</td> <td>16-15</td> <td>14</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	18-17	16-15	14	A	B	C	<p>Partially/Does Not organize(s):</p> <p>____ weak or missing precise claim(s) and/or clear thesis</p> <p>____ weak or missing hook</p> <p>____ weak or missing alternate or opposing claims</p> <p>____ weak or missing organization that establishes clear relationships among claim(s) counterclaims, reasons, and evidence</p> <p>____ weak or missing concluding statement or section that follows from and supports the argument presented</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>13.9</td> <td>11</td> <td>10</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	13.9	11	10	C	D	F
18-17	16-15	14												
A	B	C												
13.9	11	10												
C	D	F												
<b>Content (W1b)</b>	<p>Develops argument to support a claim in an analysis of substantive topic or text:</p> <p>____ uses valid reasoning</p> <p>____ uses relevant evidence</p> <p>____ uses sufficient evidence</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>18-17</td> <td>16-15</td> <td>14</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	18-17	16-15	14	A	B	C	<p>Partially/Does Not develop(s) argument to support a claim of substantive topic or text:</p> <p>____ weak or missing valid reasoning</p> <p>____ weak or missing relevant evidence</p> <p>____ weak or missing sufficient evidence</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>13.9</td> <td>11</td> <td>10</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	13.9	11	10	C	D	F
18-17	16-15	14												
A	B	C												
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C	D	F												
<b>Voice (W1d)</b>	<p>Establishes and maintains a formal style and objective tone:</p> <p>____ effectiely uses and maintains 3rd person point of view</p> <p>____ consistently uses formal language</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>16-15</td> <td>14</td> <td>13</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	16-15	14	13	A	B	C	<p>Partially/Does Not establish(es) and maintain(s) a formal style and objective tone:</p> <p>____ inconsistent pronoun agreement, may shift between 1st, 2nd or 3rd person</p> <p>____ intermittent use of slang</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>12.9 11</td> <td>10</td> <td>9</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	12.9 11	10	9	C	D	F
16-15	14	13												
A	B	C												
12.9 11	10	9												
C	D	F												

<b>Word Choice</b> (W1c)	<p>Manages the complexity of the topic through deliberate word choice:</p> <p>___ uses precise language to show not tell</p> <p>___ uses domain-specific vocabulary</p> <p>___ uses effective/appropriate rhetorical techniques e.g.</p> <p style="padding-left: 40px;">repetition parallelism</p> <p style="padding-left: 40px;">alliteration figurative language</p> <p style="padding-left: 40px;">anecdotes rhetorical questions</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>16-15</td> <td>14</td> <td>13</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	16-15	14	13	A	B	C	<p>Partially/Does Not manage(s) the complexity of the topic through deliberate word choice</p> <p>___ lacks precise language, tells rather than shows</p> <p>___ lacks domain-specific vocabulary</p> <p>___ lacks rhetorical techniques e.g.</p> <p style="padding-left: 40px;">repetition parallelism</p> <p style="padding-left: 40px;">alliteration figurative language</p> <p style="padding-left: 40px;">anecdotes rhetorical questions</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>12.9 11</td> <td>10</td> <td>9</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	12.9 11	10	9	C	D	F
16-15	14	13												
A	B	C												
12.9 11	10	9												
C	D	F												
<b>Sentence Fluency</b> (W2c, L3)	<p>Varies syntax for effect:</p> <p>___ uses sentence variety</p> <p>___ consults references (e.g. paperrater.com) for guidance</p> <p>___ uses frequent and varied transition words and phrases join sentences to sentences and paragraphs to paragraphs</p> <p>___ creates cohesion</p> <p>___ clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>16-15</td> <td>14</td> <td>13</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	16-15	14	13	A	B	C	<p>Partially/Does Not vary(ies) syntax:</p> <p>___ lacks sentence variety</p> <p>___ no evidence of consultation with references like paperrater.com for guidance</p> <p>___ lacks transition words and phrases</p> <p>___ lacks cohesion</p> <p>___ lacks clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>12.9 11</td> <td>10</td> <td>9</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	12.9 11	10	9	C	D	F
16-15	14	13												
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12.9 11	10	9												
C	D	F												
<b>Conventions</b> (L1 & L2)	<p>Demonstrates command of English language conventions:</p> <p>___ resolves issues of complex or contested usage, consulting references as needed (e.g. paperrater.com)</p> <p>___ exhibits few errors which do not interfere with comprehension</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>16-15</td> <td>14</td> <td>13</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	16-15	14	13	A	B	C	<p>Partially/Does Not demonstrate(s) command of English language conventions:</p> <p>___ frequent errors which may or may not interfere with comprehension</p> <p>___ specific and frequent errors noted:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>12.9 11</td> <td>10</td> <td>9</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	12.9 11	10	9	C	D	F
16-15	14	13												
A	B	C												
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Exceeds	Meets	Meets	Partially Meets	Does Not Meet	Does Not Meet
100-93	92-85	85-80	79-76	76-70	60-52
A	B	C	C	D	F

MVHS ELA Speech Rubric 11-12  
 Standard 8 Speaking and Listening Presentation  
 The student will present information findings and supporting evidence, conveying a clear and distinct perspective.

Student Name:

	Meets or Exceeds the Minimum Requirement (80-100 points)	Partially Meets or Does Not Meet the Minimum Requirement (60-79 points)											
Organization (SL4)	Organizes by using the following elements:  _____ includes a clear, interesting and/or engaging introduction  _____ includes a clear and compelling call to action as part of the conclusion  _____ organizes time well; no part of the presentation is too short or too long, pacing is effective	Partially/Does Not organize(s):  _____ weak or missing clear, interesting and/or engaging introduction  _____ weak or missing a clear and compelling call to action as part of the conclusion  _____ weak or missing organization of time well; parts of the speech may be too short or too long; pacing is ineffective											
	<table border="1"> <tr> <td>25 24</td> <td>23 22</td> <td>21 20</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	25 24	23 22	21 20	A	B	C	<table border="1"> <tr> <td>19</td> <td>18</td> <td>17</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	19	18	17	C	D
25 24	23 22	21 20											
A	B	C											
19	18	17											
C	D	F											
Content (SL4)	Develops speech effectively:  _____ presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning  _____ selects information, develops ideas and uses a style appropriate to the purpose, task, and audience  _____ clearly and completely addresses alternative or opposing perspectives	Partially/Does Not develop(s) speech:  _____ weak or missing information, findings, arguments and supporting evidence; audience may have difficulty following the line of reasoning  _____ weak or missing information and/or development of ideas and/or use of a style that is appropriate to the purpose, task, and audience  _____ weak or missing alternative or opposing perspectives											
	<table border="1"> <tr> <td>25 24</td> <td>23 22</td> <td>21 20</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	25 24	23 22	21 20	A	B	C	<table border="1"> <tr> <td>19</td> <td>18</td> <td>17</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	19	18	17	C	D
25 24	23 22	21 20											
A	B	C											
19	18	17											
C	D	F											

Present- ation: Eyes and Body	Effectively uses the eyes and the body to engage audience:  _____ maintains eye contact with audience most of the time; only glances at notes or slides _____ uses natural gestures and movements _____ appears poised and confident _____ wears clothing appropriate for the occasion	Partially/Does Not use(s) the eyes and the body to engage audience:  _____ minimal to no eye contact with audience; relies heavily on printed material to deliver speech _____ minimal to no use of natural gestures and movements; stiff presentation _____ appears overly nervous and unsure _____ clothing is not appropriate for occasion																	
	<table border="1"> <tr><td>25</td><td>24</td><td>23</td><td>22</td><td>21</td><td>20</td></tr> <tr><td>A</td><td></td><td>B</td><td></td><td>C</td><td></td></tr> </table>	25	24	23	22	21	20	A		B		C		<table border="1"> <tr><td>19</td><td>18</td><td>17</td></tr> <tr><td>C</td><td>D</td><td>F</td></tr> </table>	19	18	17	C	D
25	24	23	22	21	20														
A		B		C															
19	18	17																	
C	D	F																	
Presentati on: Voice (SL6)	Demonstrates deliberate awareness of the power of speaking:  _____ speaks clearly; not too quickly or slowly _____ speaks loudly enough for everyone to hear _____ changes tone and pace to maintain interest _____ rarely uses filler words _____ adapts speech for the context and task, demonstrating command of formal English	Partially/Does Not demonstrate(s) awareness of the power of speaking:  _____ speech is delivered and/or read too quickly _____ speech may be inaudible at times _____ speech is delivered in a monotone with little change in tone or pace _____ frequent filler words (un, like) _____ fails to adapt speech to the context and task																	
	<table border="1"> <tr><td>25</td><td>24</td><td>23</td><td>22</td><td>21</td><td>20</td></tr> <tr><td>A</td><td></td><td>B</td><td></td><td>C</td><td></td></tr> </table>	25	24	23	22	21	20	A		B		C		<table border="1"> <tr><td>19</td><td>18</td><td>17</td></tr> <tr><td>C</td><td>D</td><td>F</td></tr> </table>	19	18	17	C	D
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A		B		C															
19	18	17																	
C	D	F																	

Exceeds	Meets	Meets	Partially Meets	Does Not Meet	Does Not Met
100-93	92-85	84-80	79-76	75-70	70-52
A	B	C	C	D	F

REVISED 1/15/15 LPease, RLash, RWorner

**MVHS ELA Informative/Explanatory Essay Rubric 11-12**

**Standard 4 Writes Informative/Explanatory Texts**

The student will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (W2.)

Student Name:

<input type="checkbox"/> Description	<input type="checkbox"/> Expository
<input type="checkbox"/> Exemplification	<input type="checkbox"/> Process
<input type="checkbox"/> Cause/Effect	<input type="checkbox"/> Comparison/Contrast
<input type="checkbox"/> Classification and Division	

	<b>Meets or Exceeds the Minimum Requirement (80-100 points)</b>	<b>Partially Meets/Does Not Meet the Minimum Requirement (60-79 points)</b>												
<b>Organization (W2a,f)</b>	<p>Organizes by using many of the following elements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> topic introduction, hook</li> <li><input type="checkbox"/> focused, clear thesis</li> <li><input type="checkbox"/> creation of a unified whole adeptly organizing complex ideas, concepts and information</li> <li><input type="checkbox"/> appropriate, varied transitions and syntax to link the major sections of the text</li> <li><input type="checkbox"/> cohesion among complex ideas and concepts</li> <li><input type="checkbox"/> concluding statement or section</li> <li><input type="checkbox"/> skillful formatting of graphics and multimedia to aid comprehension, if required</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>18-17</td> <td>16-15</td> <td>14</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	18-17	16-15	14	A	B	C	<p>Partially/Does Not organize(s):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> weak or missing topic introduction, hook</li> <li><input type="checkbox"/> weak or missing thesis</li> <li><input type="checkbox"/> weak or missing creation of a unified whole; ideas, concepts and information are not well organized</li> <li><input type="checkbox"/> weak or missing transitions/syntax create a choppy effect</li> <li><input type="checkbox"/> weak or missing cohesion among complex ideas and concepts</li> <li><input type="checkbox"/> weak or missing concluding statement or section</li> <li><input type="checkbox"/> weak or missing formatting of graphics and multimedia, if required</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>13.9</td> <td>11</td> <td>10</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	13.9	11	10	C	D	F
18-17	16-15	14												
A	B	C												
13.9	11	10												
C	D	F												
<b>Content (W2b)</b>	<p>Develops topic and content thoroughly:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> significant, relevant facts</li> <li><input type="checkbox"/> strong, appropriate support/evidence</li> <li><input type="checkbox"/> extended definitions</li> <li><input type="checkbox"/> concrete details</li> <li><input type="checkbox"/> quotations</li> <li><input type="checkbox"/> other information and examples</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>18-17</td> <td>16-15</td> <td>14</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> </tr> </table>	18-17	16-15	14	A	B	C	<p>Partially/Does Not develop(s) topic and content:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> weak or missing significant, relevant facts</li> <li><input type="checkbox"/> weak or missing support/evidence</li> <li><input type="checkbox"/> weak or missing extended definitions</li> <li><input type="checkbox"/> weak or missing concrete details</li> <li><input type="checkbox"/> weak or missing quotations</li> <li><input type="checkbox"/> weak or missing other information and examples</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>13.9</td> <td>11</td> <td>10</td> </tr> <tr> <td>C</td> <td>D</td> <td>F</td> </tr> </table>	13.9	11	10	C	D	F
18-17	16-15	14												
A	B	C												
13.9	11	10												
C	D	F												
<b>Voice (W2e)</b>	<p>Establishes and maintains a formal style and objective tone</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses and maintains 3rd person point of view</li> <li><input type="checkbox"/> uses formal language</li> </ul>	<p>Partially/Does Not establish(es) and maintain(s) a formal style and objective tone:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> inconsistent pronoun agreement, may shift between 1st, 2nd or 3rd person</li> <li><input type="checkbox"/> intermittent slang</li> </ul>												

	16-15 A	14 B	13 C	12.9 11 C	10 D	9 F
<b>Word Choice (W2d)</b>	<b>Manages the complexity of the topic through deliberate word choice:</b> _____ uses precise language to show not tell _____ uses domain-specific vocabulary _____ uses effective/appropriate rhetorical techniques e.g. repetition, parallelism, alliteration, figurative language, anecdotes, rhetorical questions			<b>Partially/Does Not manage(s) the complexity of the topic through deliberate word choice</b> _____ lacks precise language, tells rather than shows _____ lacks domain-specific vocabulary _____ lacks rhetorical techniques e.g. repetition, parallelism, alliteration, figurative language, anecdotes, rhetorical questions		
	16-15 A	14 B	13 C	12.9 11 C	10 D	9 F
<b>Sentence Fluency (W2c, L3)</b>	<b>Varies syntax for effect:</b> _____ deliberate and/or effective sentence variety _____ evidence of use of references like paperrater.com _____ smooth, subtle use of transition words and phrases join sentences and/or paragraphs			<b>Partially/Does Not vary(ies) syntax for effect:</b> _____ weak or missing sentence variety _____ lacks evidence of consultation of references like paperrater.com _____ weak or missing transition words and phrases to join sentences and/or paragraphs		
	16-15 A	14 B	13 C	12.9 11 C	10 D	9 F
<b>Conventions (L1 &amp; L2)</b>	<b>Demonstrates command of the conventions of standard English grammar and usage:</b> _____ resolves issues of complex or contested usage, consulting references as needed (e.g. paperrater.com) _____ exhibits few errors which do not interfere with comprehension			<b>Partially/Does Not demonstrate(s) command of English language conventions:</b> _____ frequent errors which may or may not interfere with comprehension _____ specific and frequent errors noted:		
	16-15 A	14 B	13 C	12.9 11 C	10 D	9 F

Exceeds	Meets	Meets	Partially Meets	Does Not Meet	Does Not Meet
100-93	92-85	85-80	79-76	76-70	60-52
A	B	C	C	D	F

# MVHS ELA Writing Portfolio Rubric 11-12

Student Name: \_\_\_\_\_

A rating that either **MEETS** or **EXCEEDS** identifies that the student has:

1. Successfully written several informative and narrative texts (Standard 4).
2. Used the writing process for a number of writing assignments (Standard 5).
3. Effectively participated in a number of Socratic discussions demonstrating speaking and listening skills (Standard 7).
4. Written for a variety of purposes, including the reflection required here (Standard 4).

	<b>Exceeds the Standard</b>	<b>Meets the Standard</b>	<b>Partially or Does Not Meet the Standard</b>																								
<b>Organization</b>	<p>The portfolio is organized as required. Work samples are arranged in the sequence required and are of optimum quality to highlight student progress over time.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>10</td></tr> <tr><td>A</td></tr> </table>	10	A	<p>The portfolio is organized into specific sections. The overall organization of the portfolio shows student progress with course demands.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>9</td><td>8</td></tr> <tr><td>A</td><td>B</td></tr> </table>	9	8	A	B	<p>The portfolio is not organized into specific sections. The overall organization is confusing and or incomplete.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>7</td><td>6</td></tr> <tr><td>C</td><td>D</td></tr> </table>	7	6	C	D														
10																											
A																											
9	8																										
A	B																										
7	6																										
C	D																										
<b>Content</b>	<p>The portfolio contains all required assignments. Additional assignments may be included. The writing is of optimum quality. The portfolio demonstrates that the student has made a deliberate and conscious effort to showcase writing that has been carefully crafted, edited and revised.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>40</td><td>39</td><td>38</td></tr> <tr><td>A</td><td></td><td></td></tr> </table>	40	39	38	A			<p>The portfolio contains most of the required assignments. In most cases, the writing is of good quality demonstrating that the student is showcasing writing that has improved over time through editing and revision.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>37</td><td>36</td><td>35</td><td>34</td></tr> <tr><td>B+</td><td>B</td><td>C+</td><td>C</td></tr> </table>	37	36	35	34	B+	B	C+	C	<p>The portfolio may contain all of the s required assignments, but they may not be crafted, edited and revised to a high standard. Some pieces may be missing.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>33</td><td>31</td><td>28</td><td>26</td><td>24</td></tr> <tr><td>C</td><td>D</td><td>D</td><td>F</td><td>F</td></tr> </table>	33	31	28	26	24	C	D	D	F	F
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37	36	35	34																								
B+	B	C+	C																								
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C	D	D	F	F																							

<p><b>Reflection</b></p>	<p>The portfolio is introduced by an engaging description of the course and a detailed general assessment of the knowledge and skill gained throughout its duration. The portfolio contains definitions and features of each kind of task: writing, annotating or discussion. Each assignment is preceded by a detailed, insightful and honest account of the learning that occurred throughout its completion.</p>	<p>The portfolio is introduced by a description of the course and a general assessment of the knowledge and skill gained throughout its duration. The portfolio contains definitions and features of each kind of task: writing, annotating or discussion. Each assignment is preceded by an account of the learning that occurred throughout its completion.</p>	<p>The portfolio is introduced by a weak description of the course and a weak general assessment of the knowledge and skill gained throughout its duration. The portfolio contains less than complete definitions and features of each kind of task: writing, annotating or discussion. Each assignment is preceded by a less than insightful account of the learning that occurred throughout its completion.</p>																									
<p><b>Format</b></p>	<p>The portfolio is presented in the required format following all MLA guidelines where expected with minimal error.</p>	<p>The portfolio is mostly presented in the required format following MLA guidelines where expected with perhaps several errors.</p>	<p>The portfolio is somewhat presented in the required format following MLA guidelines where expected with errors in a number of key places.</p>																									
<table border="1" data-bbox="958 577 1063 724"> <tr><td>40</td><td>39</td><td>38</td></tr> <tr><td>A</td><td></td><td></td></tr> </table>	40	39	38	A			<table border="1" data-bbox="958 955 1063 1438"> <tr><td>37</td><td>36</td><td>35</td><td>34</td></tr> <tr><td>B+</td><td>B</td><td>C+</td><td>C</td></tr> </table>	37	36	35	34	B+	B	C+	C	<table border="1" data-bbox="958 1491 1063 1974"> <tr><td>33</td><td>31</td><td>28</td><td>26</td><td>24</td><td>33</td></tr> <tr><td>C</td><td>D</td><td>D</td><td>F</td><td>F</td><td>C</td></tr> </table>	33	31	28	26	24	33	C	D	D	F	F	C
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A	B	C	C	D	F

DRAFT: 1/15/15 LPease for College Composition Portfolio

Name \_\_\_\_\_ Presentation Title \_\_\_\_\_ Date \_\_\_\_\_

MVHS ELA DIGITAL MEDIA PRESENTATION RUBRIC 9-10: Students will draw evidence from literary or informational texts (W8, W9), make strategic use of digital media in a presentation (SL 5), and present information, findings, and supporting evidence clearly, concisely and logically (SL4).

**TABLE OF CONTENTS**

**W9** Presentation includes information from all or most of the categories provided in assignment. May include additional information beyond requirements. Presentation includes information from some or few of the categories provided. Information may be insufficient for a clear presentation.

**W8** Works cited correctly formatted with minimal errors. Works cited incorrectly formatted (i.e. student only provides URL) or absent from presentation.

**SL 5** Bullet Points are limited to 3-5 per slide. Bullet Points are limited to 3-5 per slide

**SL 5** Presentation includes, but does NOT overuse, appropriate images/graphics. Images and/or data are clear and enhance presentation. Presentation includes graphics that confuse or overwhelm the audience. Presentation may include inappropriate images. Images are too small or unclear.

**SL 5** Transitions/Effects do NOT take over the presentation or distract the audience. Chosen transitions or effects purposefully enhance presentation. Multiple Transitions/Effects take over the presentation or distract the audience from the content.

**SL 5** The selected color scheme and font style are clean, easy to read, and not distracting to the audience. Font is large enough for all of the audience to read. The selected color scheme and font style are difficult to read due to size or lack of contrast. Color or font distract the audience from the presenter's purpose.

DRAFT

Name \_\_\_\_\_

Presentation Title \_\_\_\_\_

Date \_\_\_\_\_

SL  
4 Information is grouped/organized. Too many slides and/or information is randomly presented.

Information is not grouped/organized. Too many slides and/or information is randomly presented.

SL  
4 Uses presenter notes for all or most of the information presented, limiting information on slides.

All or most of the information is on the slide. Limited use of/ does not use presenter notes.

SL  
4 Written information is spelled, capitalized, and punctuated (as needed) correctly with few or no errors.

Little or no attention to spelling, capitalization and punctuation.

SL  
4 You appeared well prepared, confident and comfortable, which enhanced your credibility. Your presentation seemed polished. You used your notes as cues, not crutches, which added to your credibility and our involvement. Your eye contact was excellent in all areas of the room.

You appeared well prepared, confident and comfortable, which enhanced your credibility. Your presentation seemed polished. You used your notes as cues, not crutches, which added to your credibility and our involvement. Your eye contact was excellent in all areas of the room.

SL  
4 Your voice was conversational, pleasant, and powerful which helped engage us in your message; articulation and pronunciation were clear. Your voice was loud enough to hear easily; you used your rate volume, pitch, and pauses effectively to enhance your message.

Your voice was conversational, pleasant, and powerful which helped engage us in your message; articulation and pronunciation were clear. Your voice was loud enough to hear easily; you used your rate volume, pitch, and pauses effectively to enhance your message.

Notes to Student for Improvement: \_\_\_\_\_

Health Standards-Unpacking/Rubic  
 9th Grade 10th grade 11th grade 12th Grade

**1. HEALTH CONCEPTS:** Students comprehend concepts related to health promotion and disease prevention to enhance health.

a. Predict how behaviors impact health status by analyzing individual responsibility for one's health.

Perf. Indicator	I can...	Need to Know
a. Predict how behaviors impact health status by <b>analyzing</b> individual responsibility for one's health.	<ul style="list-style-type: none"> <li>• see how immediate decisions have an impact beyond that moment</li> <li>• identify the connections between behaviors and health consequences</li> <li>• understand that I am responsible for my personal health</li> </ul>	<ul style="list-style-type: none"> <li>• individuals are responsible for their own health</li> <li>• choices and behaviors impact health status</li> <li>• healthy behaviors</li> <li>• risky behaviors</li> </ul>

Does Not Meet	Developing/ Partially Meets	Basic/Meets	Advanced/Exceeds
I can <b>list</b> healthy and risky behaviors.	I can <b>describe</b> behaviors and <b>explain</b> how they lead to health or disease.	I can <b>analyze</b> an individual's current behaviors and <b>predict</b> how they will impact their overall health status in the future.	I can <b>create</b> a health plan for myself that will ensure continued overall health.


# Health Standards-Unpacking/Rubic

9th Grade 10th grade 11th grade 12th Grade

**1. HEALTH CONCEPTS: Students comprehend concepts related to health promotion and disease prevention to enhance health.**

b. Analyze the interrelationship of physical, intellectual, occupational, spiritual, emotional, and social health.

Perf. Indicator	I can...	Need to Know
b. Analyze the interrelationship of physical, intellectual, occupational, spiritual, emotional, and social health.	<ul style="list-style-type: none"> <li>Identify the 6 areas of wellness</li> <li>Understand how each of the 6 areas of wellness are connected to my overall wellbeing</li> <li>comprehend that one area of wellness can impact another</li> </ul>	<ul style="list-style-type: none"> <li>the 6 areas if wellness</li> <li>a working definition of each area</li> <li>examples of behaviors that would impact each area in a positive way and a negative way</li> </ul>

Does Not Meet	Developing/ Partially Meets	Basic/Meets	Advanced/Exceeds
I can list the 6 areas of wellness.	I can describe the 6 areas of wellness with working definitions	I can analyze the interrelationships of the 6 areas of wellness	I can design a health plan for myself composed of the 6 areas of wellness.

# Health Standards-Unpacking/Rubic

9th Grade 10th grade 11th grade 12th Grade

**1. HEALTH CONCEPTS: Students comprehend concepts related to health promotion and disease prevention to enhance health.**

c. Explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.

Perf. Indicator	I can...	Need to Know
c. Explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.	<ul style="list-style-type: none"> <li>• identify common diseases, disorders, and other health problems</li> <li>• describe common causes of health issues</li> <li>• give examples of ways to reduce, prevent, or treat common health problems</li> <li>• conclude that being proactive with positive behaviors can prevent many common health problems</li> </ul>	<ul style="list-style-type: none"> <li>• common health diseases, disorders, and other problems</li> <li>• the causes of common health problems</li> <li>• how to reduce, prevent, or treat common health issues</li> </ul>

Does Not Meet	Developing/ Partially Meets	Basic/Meets	Advanced/Exceeds
I can list common diseases, disorders, and other health problems.	I can list common diseases, disorders, and other health problems and choose how to reduce, prevent, or treat them	I can describe common diseases, disorders, and other health problems and defend ways to reduce, prevent, or treat them	I can design a health project that will describe common health problems and recommend healthful ways to reduce, prevent, or treat them.

**Health Standards-Unpacking/Rubic**  
**9th Grade 10th grade 11th grade 12th Grade**

<b>1. HEALTH CONCEPTS: Students comprehend concepts related to health promotion and disease prevention to enhance health.</b>
<b>d. Describe the characteristics of human growth and development.</b>

<b>Perf. Indicator</b>	<b>I can...</b>	<b>Need to Know</b>
<b>d. Describe the characteristics of human growth and development.</b>	<ul style="list-style-type: none"> <li>• Identify changes that happen to the human body as it grows and develops</li> <li>• Understand why changes are happening to the human body as you grow</li> <li>• Explain the characteristics that change and develop as humans age</li> </ul>	<ul style="list-style-type: none"> <li>• the body develops and changes as we age</li> <li>• the characteristics of the body that change as we grow</li> <li>• why our body grows and develops with time</li> </ul>

<b>Does Not Meet</b>	<b>Developing/ Partially Meets</b>	<b>Basic/Meets</b>	<b>Advanced/Exceeds</b>
I can <b>list</b> characteristics of human growth and development.	I can <b>give examples</b> of how the human body grows and develops as we age	I can <b>give examples</b> and <b>explain why</b> certain characteristics of human growth and development are occurring	I can <b>design</b> diagrams <b>explaining</b> the characteristics of human growth and development

# Health Standards-Unpacking/Rubic

9th Grade 10th grade 11th grade 12th Grade

**1. HEALTH CONCEPTS: Students comprehend concepts related to health promotion and disease prevention to enhance health.**

e. Analyze complex health concepts related to healthy relationships; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention.

Perf. Indicator	I can...	Need to Know
e. Analyze complex health concepts related to healthy relationships; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention.	<ul style="list-style-type: none"> <li>examine healthy vs. unhealthy relationships and determine the benefits of a healthy relationship</li> <li>determine which food choices would be the most nutritious</li> <li>evaluate my personal health</li> <li>perform basic first aid and CPR</li> <li>avoid and or prevent substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>what a healthy relationship looks like</li> <li>basic nutrition info - how to make healthy food choices</li> <li>what personal health means individually</li> <li>basic first aid and CPR</li> <li>substance abuse prevention techniques</li> </ul>

Does Not Meet	Developing/ Partially Meets	Basic/Meets	Advanced/Exceeds
I can label complex health concepts related to healthy relationships; nutrition; personal health; safety and injury prevention; and tobacco, alcohol	I can explain complex health concepts related to healthy relationships; nutrition; personal health; safety and injury prevention; and tobacco, alcohol	I can analyze complex health concepts related to healthy relationships; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other	I can create flyers advocating complex health concepts related to healthy relationships; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention.

**Health Standards-Unpacking/Rubic**  
**9th Grade 10th grade 11th grade 12th Grade**

**1. HEALTH CONCEPTS: Students comprehend concepts related to health promotion and disease prevention to enhance health.**

f. Evaluate the validity and accessibility of health information, products, and services.

<b>Perf. Indicator</b>	<b>I can...</b>	<b>Need to Know</b>
f. Evaluate the validity and accessibility of health information, products, and services.	<ul style="list-style-type: none"> <li>explain the criteria that makes information valid and reliable.</li> <li>locate valid health information, products, and services on a global and local level</li> </ul>	<ul style="list-style-type: none"> <li>what makes information valid and reliable</li> <li>different avenues for locating valid health information, products, and services</li> <li>what community health resources are available where I live</li> </ul>

<b>Does Not Meet</b>	<b>Developing/ Partially Meets</b>	<b>Basic/Meets</b>	<b>Advanced/Exceeds</b>
I can <b>define</b> what makes health information valid and reliable.	I can <b>locate</b> valid and reliable health information and services	I can <b>evaluate</b> health information, products, and services and <b>determine</b> how valid and accessible they are	I can <b>design</b> a health project based on a community health organization.

## Health Standards-Unpacking/Rubic

9th Grade 10th grade 11th grade 12th Grade

**2. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**a. Demonstrate healthy practices/behaviors to maintain or improve the health of self and others.**

Perf. Indicator	I can...	Need to Know
<b>a. Demonstrate</b> healthy practices/behaviors to maintain or improve the health of self and others.	<ul style="list-style-type: none"> <li>• identify healthy practices/behaviors that would improve my health</li> <li>• identify healthy practices/behaviors that would improve the health of someone else</li> <li>• practice healthy behaviors to improve my health</li> </ul>	<ul style="list-style-type: none"> <li>• examples of healthy practices/behaviors</li> <li>• how to implement healthy practices/behaviors</li> </ul>

Does Not Meet	Developing/ Partially Meets	Basic/Meets	Advanced/Exceeds
I can <b>list</b> healthy practices/behaviors to maintain or improve my health or others	I can <b>describe</b> healthy practices/behaviors and <b>explain</b> how they would improve my health or others	I can <b>demonstrate</b> healthy practices/behaviors that would maintain or improve my health or others	I can <b>develop</b> a health plan that would include healthy practices/behaviors to maintain or improve my health or others

**Health Standards-Unpacking/Rubic**  
**9th Grade 10th grade 11th grade 12th Grade**

**2. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**b. Demonstrate a variety of behaviors to avoid or reduce health risks to self and others**

<b>Perf. Indicator</b>	<b>I can...</b>	<b>Need to Know</b>
<b>b. Demonstrate a variety of behaviors to avoid or reduce health risks to self and others</b>	<ul style="list-style-type: none"> <li>• explain what health risks are</li> <li>• identify health risk situations</li> <li>• reduce my chances of or avoid health risks for myself and others</li> </ul>	<ul style="list-style-type: none"> <li>• what health risks are</li> <li>• the impact health risk situations could have on your health</li> <li>• a variety of behaviors to reduce your risk or avoid health risk situations</li> </ul>

<b>Does Not Meet</b>	<b>Developing/ Partially Meets</b>	<b>Basic/Meets</b>	<b>Advanced/Exceeds</b>
I can <b>list</b> health risk situations	I can <b>explain</b> what health risk situations are	I can <b>demonstrate</b> behaviors that would reduce or avoid health risk situations for myself and others	I can <b>formulate</b> different ways to avoid health risk situations

**Health Standards-Unpacking/Rubic**  
**9th Grade 10th grade 11th grade 12th Grade**

**2. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

c. Analyze different stressors and design a plan for stress management.

Perf. Indicator	I can...	Need to Know
c. Analyze different stressors and design a plan for stress management.	<ul style="list-style-type: none"> <li>• define what a stressor is</li> <li>• identify stressors in my life</li> <li>• manage life's stress</li> </ul>	<ul style="list-style-type: none"> <li>• what is a stressor</li> <li>• what causes stress</li> <li>• techniques to manage stress</li> </ul>

Does Not Meet	Developing/ Partially Meets	Basic/Meets	Advanced/Exceeds
I can explain what a stressor is	I can determine stressors in my life	I can analyze different stressors in my life and create a stress management plan	I can prepare to manage other stressors in my life using the techniques learned

**Health Standards-Unpacking/Rubic**  
**9th Grade 10th grade 11th grade 12th Grade**

<b>3. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.</b>
a. Analyze and evaluate influences on health and health behaviors.

<b>Perf. Indicator</b>	<b>I can...</b>	<b>Need to Know</b>
a. Analyze and evaluate influences on health and health behaviors.	<ul style="list-style-type: none"> <li>• identify factors that influence my health</li> <li>• identify factors that influence my behaviors</li> <li>• understand how/why factors influence my health and behaviors</li> <li>• understand that we have limited control of these factors</li> <li>• explain how these factors could diminish health or promote it</li> </ul>	<ul style="list-style-type: none"> <li>• the factors that people are influenced by</li> <li>• why people are influenced by different factors</li> <li>• that we have control over these factors</li> </ul>

<b>Does Not Meet</b>	<b>Developing/ Partially Meets</b>	<b>Basic/Meets</b>	<b>Advanced/Exceeds</b>
I can <b>list</b> healthy practices/behaviors to maintain or improve my health or others	I can <b>describe</b> healthy practices/behaviors and <b>explain</b> how they would improve my health or others	I can <b>demonstrate</b> healthy practices/behaviors that would maintain or improve my health or others	I can <b>develop</b> a health plan that would include healthy practices/behaviors to maintain or improve my health or others

**Health Standards-Unpacking/Rubic**  
**9th Grade 10th grade 11th grade 12th Grade**

**3. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

b. Evaluate the impact of technology on personal, family, and community health.

<b>Perf. Indicator</b>	<b>I can...</b>	<b>Need to Know</b>
b. Evaluate the impact of technology on personal, family, and community health.	<ul style="list-style-type: none"> <li>• explain how technology impacts my life in positive as well as negative ways</li> <li>• understand that my use of technology influences my life</li> <li>• explain how technology impacts family health</li> <li>• explain how technology impacts the community</li> </ul>	<ul style="list-style-type: none"> <li>• the power of technology as it relates to personal, family, and community health</li> <li>• how technology is used at the persona, family and community levels</li> </ul>

<b>Does Not Meet</b>	<b>Developing/ Partially Meets</b>	<b>Basic/Meets</b>	<b>Advanced/Exceeds</b>
I can <b>list</b> uses of technology at the personal, family, and community levels	I can <b>explain</b> the impact of technology on a personal level	I can <b>defend</b> the influence that technology has on personal, family, and community health - both good and bad	I can <b>show</b> current examples of technology impacting personal, family, and community health.

**Health Standards-Unpacking/Rubic**  
**9th Grade 10th grade 11th grade 12th Grade**

**3. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

c.. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Perf. Indicator	I can...	Need to Know
c. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	<ul style="list-style-type: none"> <li>• identify risk behaviors and explain what a risk behavior is</li> <li>• explain what unhealthy behaviors are</li> <li>• understand that taking part risk behaviors increases the odds of choosing unhealthy behaviors</li> <li>• see the direction my life and health will take if risk behaviors and unhealthy behaviors are involved</li> </ul>	<ul style="list-style-type: none"> <li>• what risk behaviors are</li> <li>• examples of unhealthy behaviors</li> <li>• why taking part in health risk behaviors increases your chances of engaging in unhealthy behaviors</li> <li>• the impact of unhealthy behaviors on current and future health</li> </ul>

Does Not Meet	Developing/ Partially Meets	Basic/Meets	Advanced/Exceeds
I can list risk behaviors and unhealthy behaviors	I can give examples of risk behaviors	I can examine risk behaviors and explain why these behaviors would increase your risk for engaging in	I can construct a scenario that will predict the likelihood of engaging in unhealthy behaviors if risk behaviors are present

**Health Standards-Unpacking/Rubic**  
**9th Grade 10th grade 11th grade 12th Grade**

**4. Advocacy, Decision-Making, and Goal Setting: Students demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family, and community health.**

a. Utilize skills for communicating effectively with family, peers, and others to enhance health

Perf. Indicator	I can...	Need to Know
a. Utilize skills for communicating effectively with family, peers, and others to enhance health	<ul style="list-style-type: none"> <li>list different communication skills</li> <li>express myself effectively with family, peers, and others</li> <li>advocate for my enhanced health through my communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>effective communication techniques</li> <li>how to work through communication challenges</li> </ul>

Does Not Meet	Developing/ Partially Meets	Basic/Meets	Advanced/Exceeds
I can list different communication skills	I can demonstrate appropriate communication skills in simple situations	I can demonstrate appropriate communication skills with family, peers, and others to enhance health	I can show effective communication skills for situations involving family, peers, and others to enhance my health.

**Health Standards-Unpacking/Rubic**  
**9th Grade 10th grade 11th grade 12th Grade**

**4. Advocacy, Decision-Making, and Goal Setting: Students demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family, and community health.**

**b. Students demonstrate ways to influence and support others in making positive health choices.**

<b>Perf. Indicator</b>	<b>I can...</b>	<b>Need to Know</b>
b. Students <b>demonstrate</b> ways to influence and support others in making positive health choices.	<ul style="list-style-type: none"> <li>• identify positive health choices</li> <li>• influence and support others in their healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>• What positive health choices are</li> <li>• how to effectively influence someone</li> <li>• how to support others in their positive health choices</li> </ul>

<b>Does Not Meet</b>	<b>Developing/ Partially Meets</b>	<b>Basic/Meets</b>	<b>Advanced/Exceeds</b>
I can <b>describe</b> positive health choices	I can <b>demonstrate</b> positive health choices	I can <b>demonstrate</b> positive health choices and influence and support others to make healthy choices	I can <b>show</b> ways to influence and support others in making healthy choices

**Health Standards-Unpacking/Rubic**  
**9th Grade 10th grade 11th grade 12th Grade**

**4. Advocacy, Decision-Making, and Goal Setting: Students demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family, and community health.**

**C. Demonstrate the ability to set personal goals and make decisions that enhance health**

<b>Perf. Indicator</b>	<b>I can...</b>	<b>Need to Know</b>
C. <b>Demonstrate</b> the ability to set personal goals and make decisions that enhance health	<ul style="list-style-type: none"> <li>• set a personal goal using the goal setting process</li> <li>• make a healthy decision using the decision making process</li> <li>• explain how healthy decision making and goal setting can enhance health</li> </ul>	<ul style="list-style-type: none"> <li>• the process for setting goals</li> <li>• the process for making decisions</li> <li>• how goal setting and decision making can enhance health</li> </ul>

<b>Does Not Meet</b>	<b>Developing/ Partially Meets</b>	<b>Basic/Meets</b>	<b>Advanced/Exceeds</b>
I can give <b>examples</b> of ways to enhance health	I can <b>explain</b> the importance of goal setting and decision making to enhance health	I can <b>demonstrate</b> a personal goal and <b>demonstrate</b> healthy decision making	I can <b>create</b> a personal goal plan and use the decision making model to <b>solve</b> tough situations

## **RSU #40 Response to Intervention**

### **Beliefs:**

1. All students can learn.
2. Students learn in different ways and at different paces.
3. Student progress must be closely monitored.
4. Academic and behavioral expectations must be clearly stated and explicitly taught.

**Mission:** to provide a variety of opportunities for all students to meet academic and behavioral standards in a timely, proactive manner so that all students can make significant progress.

### **Expectations for the classroom teacher:**

1. To be well versed in the Comprehensive Literacy Model.
2. To be well versed in the standards for his/her grade level and content area.
3. To clearly communicate expectations and standards to students and parents.
4. To collect district assessment data and use to inform instruction.
5. To use continuous formative assessment to know where individual students are in reference to academic and behavioral standards.
6. To provide timely interventions when needed.
7. To request support for additional interventions when needed.
8. To provide literacy and math coaches and/or interventionists with documented, specific skill based needs of students who have been referred for additional assistance.
9. To collaborate regularly with the literacy/math coach, interventionist and principal in order to provide consistent, systematic instruction for students.
10. To maintain accurate intervention data on each student receiving interventions throughout the school year.

### **Expectations for the interventionist:**

1. To be well versed in the Comprehensive Literacy Model.
2. To be well versed in the standards for his/her grade level(s) and content area (s).
3. To clearly communicate expectations and standards to students and parents.
4. To respond to the request for interventions using research based interventions that support the Comprehensive Literacy Model.
5. To provide support to the classroom teacher to continue and reinforce the research based interventions that support the Comprehensive Literacy Model in the classroom.
6. To keep detailed records for each student receiving interventions on their Personal Learning Plan.
7. To collaborate regularly with classroom teachers, literacy/math coaches and principal in order to provide consistent, systematic instruction for students.

**Expectations for building administrators:**

1. To oversee the intervention procedures for that building and ensure that all students are provided with opportunity to make significant progress towards academic and behavioral standards.
2. To supervise the implementation of the Comprehensive Literacy Model by all staff and support the literacy coaches with their role of the implementation of the Comprehensive Literacy Model.
3. To provide opportunities for teachers, interventionist and coaches to meet regularly.
4. To support classroom teachers in their efforts to review student data and provide appropriate interventions within the classroom setting.
5. To clearly communicate expectations for classroom teachers and interventions in the three tier RTI process.
6. To work with staff to review school-wide intervention data to assess the effectiveness of the RTI program, strategies, and procedures.
7. To communicate regularly with the Director of Instruction and/or Director of Student Services regarding the effectiveness of school-wide RTI programs.

# Response to intervention - What happens at each tier?

## Tier 1 Core Instruction Intervention

**Duration** – 20-30 sessions

Recommended daily targeted instruction and on-going data collection.

### RTI Referral

Classroom teacher, parent, counselor or administrator identifies specific academic and/or behavioral needs.

### Process

1. Classroom teacher reviews academic file
2. Classroom teacher consults with one or more of the following:
  - administrator,
  - other teacher,
  - literacy/math coach,
  - literacy/math interventionist,
  - and/or school counselor

on academic and/or behavioral concerns to determine in-class Tier 1 interventions.

3. Notify parent about concern

Complete Tier 1 Student Referral Form and send copy to RTI team (Each school determines team members)

5. RTI team develops RT Personal Learning Plan

### Intervention

- Delivered by classroom teacher
- Record interventions on RTI Personal Learning Plan
- Progress Monitor a minimum of every 2 weeks

### Outcomes

Measure intervention effectiveness and determine if:

- Student has met goals and no further intervention is recommended
- Student is close to meeting grade level standard and Tier 1 intervention will continue for another 20-30 sessions
- Student has not made significant gains and refer to RTI team to determine next steps of the Personal Learning Plan

## Tier 2- Targeted Group Intervention

**Duration** – 40-50 sessions

Recommended daily 5:1 for 20-30 minutes in addition to core curriculum classroom instruction

### RTI Referral

RTI team meets with teacher to determine student's needs and next steps. Team reviews previous data collected by classroom teacher during Tier 1 interventions and may request additional assessments. Data may include but is not limited to:

- Student's RTI Personal Learning Plan
- Progress monitoring scores
- Previously used interventions
- Parent communication
- Student work samples
- Attendance data
- Other assessment data

### Process

Team revises the student's RTI Personal Learning Plan using collected data to inform next instruction steps. The plan may include:

- Alternative Tier 1 intervention
- Tier 2 plan is developed and implemented. The RTI team will meet to review progress every 40-50 sessions. A letter is sent home to parents.

### Intervention

- Delivered by teachers, specialist and/or guidance
- Document interventions on Personal Learning Plan
- Progress Monitor a minimum of every 10 session and record on student's Tier 2 RTI Personal Learning Plan

### Outcomes

Measure intervention effectiveness and determine if:

- Student has met goals and no further intervention is recommended
- Student is close to meeting grade level standard and Tier 1 or 2 intervention will continue
- Student has not made significant growth and refer for Tier 3 Intervention

## Tier 3 - Intensive, Individual Intervention

**Duration** – 60- 80 sessions

Recommended daily 1:2 for 30-40 minutes

### RTI Referral

RTI team meets with teacher to determine student needs and next steps. Parents are invited to this meeting. Team reviews previous data collected during Tier 2 intervention and may request additional assessments. Data may include but not limited to:

- Student's RTI Personal Learning Plan
- Progress monitoring scores
- Previously used interventions
- Parent communication
- Student work samples
- Attendance data
- Other assessment data

### Process

Team reviews and revises Student RTI Personal Learning Plan based on previously identified student needs. The plan may include:

- Alternative Tier 2 interventions
- More intensive Tier 3 interventions

Team reviews progress every 20-30 sessions.

### Intervention

- Delivered by teachers, specialist, and/or guidance
- Document interventions
- Progress Monitor to be determined by the team and record on Student RTI Personal Learning Plan

### Outcomes

Measure intervention effectiveness and determine if:

- Student has met goals and no further intervention is recommended
- Student is close to meeting grade level standard and Tier 2 or Tier 3 intervention will continue
- Student has not made significant gains and is recommended for special education referral

**RSU 40  
RTI Initial Referral Form**

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Student Name:

Teacher:

DOB:

Grade:

Date parents were notified of RTI referral:

Date of RTI Meeting:

**What are the current academic and/ or behavioral concerns?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**What are the student's academic and/or behavioral strengths?**

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**In what environment(s) is the student most successful (i.e. specials, playground, small group, one on one...)?**

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**What steps have you taken to solve the problem (i.e. accommodations, consultation, learning/behavioral strategies etc.)?**

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**Has there ever been any programs/interventions in place for this student?**

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**Data:**

Literacy: Please attach this student's Infinite Campus Literacy Benchmarks/Progress Monitoring Data.

Math: Please record relevant math data.

	NWEA Math			NECAP	
	Fall	Winter	Spring	Reading/Writing	Math
RIT Score				Date	
%tile				Raw Score	
				Performance Level:	

Other:

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When applicable, bring student work samples.

**Does this student have any health issues or take any medication?**

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*Background History:*

**Has the student ever been referred for a special evaluation? Yes/ No**

\*if yes please bring inactive SPED file

**Has this student received bus/school behavior incident reports? Yes /No**

\*please attach data from behavior plans/logs

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Please document the student's school history (i.e., school changes)

**\*current attendance record attached**

Year	Grade	School	Town/State	Attendance

**Please return this form to your principal.**

## RTI Personal Learning Plan Tier \_\_\_\_\_

<b>Name</b>	<b>Grade</b>	<b>Teacher</b>	<b>School Year</b>
<b>Academic Area of concern:</b>		<b>Behavioral and other concerns:</b>	
<b>Instructional Goal(s):</b>			

Instructional Procedure/Strategy	Start Date	Intensity/Frequency How Long / How Often	Student/Teacher Ratio	Progress Monitoring Tool/Schedule	Exit Date

\*Progress monitoring tools and staff responsible for gathering data will be identified by the team. Tools may include: Literacy progress monitoring data from Infinite Campus ( letter identification, writing vocabulary, text level/%/SC, sight words, CAP), math monitoring, individually designed comprehension check, writing scored with rubric, etc.



Student Council  
Track  
Club Football

National Honor Society  
In-door Track  
Diversity Club

### **E-Mail Addresses/Telephone Numbers/Website**

To improve parent/teacher communication, any staff member and/or administrator can be reached via e-mail by using this generic address: (all lower case) `firstname_lastname@msad40.org`  
Parents are encouraged to provide their students' teacher with either their home or work e-mail addresses.

Main Office: (207) 832-5389  
Guidance Office: (207) 832-7270  
Health Office: (207) 832-5566  
Fax: (207) 832-2280  
MVHS- Website: <http://msad40.org/schools/mvhs>

### **Infinite Campus**

Students and parents using Infinite Campus may access attendance, academic progress, and lunch balances. Please contact the MVHS main office regarding your password.

### **PAT (Panther Advisory Teams)**

The purpose of PAT is to create a supportive learning environment that:

- Encourages students to be effective communicators
- Promotes each student's feeling of connectedness within his/her school and community

Each student will be part of a small group, which will meet with an adult leader daily. The intended outcomes of this program are to:

- Model and encourage effective, respectful communication
- Promote tolerance and appreciation of individual differences
- Promote involvement of students in various aspects of the school community
- Increase awareness of advisees' academic performance and connect students to appropriate resources.
- Assist students with setting academic standards for themselves and helping to assess their performances.



### **REP (Recover and Excel Period)**

REP is a Response to Intervention system introduced new this 2014-2015 school year. The purpose of REP is a to create a school-wide structure for efficiently allocating resources to improve student academic outcomes and to enrich their overall academic experience. Its goal is to "prevent academic failure, ensure student success, identify academic and behavioral problems, and properly deal with those problems. Any student who is struggling to succeed deserves effective interventions, and REP/RTI offers more communication and consistency among a student's teachers" ([maine.gov/doe/rti/](http://maine.gov/doe/rti/)).

#### **Student REP Guidelines:**

- All students must be in possession of their iPad **before** the start of period 1.
- Students on restricted iPad access must visit library to check out their devices **before** the start of period 1.
- Students check their edYOUsche app **before** Period 1 to see which teacher may have tagged them and where they need to be during REP.
- Students must bring all materials that sending teachers requested in tag detail.
- Passes will not be allowed to any area of the school. (It is strongly recommended students use the restrooms before REP begins.)
- If students are not tagged for the day, then they attend their assigned study hall.
- If tagged students do not attend their assigned classroom they will be referred to administration.
- Headphones/Music are not allowed during this time.
- Ipad are for academic use only.

\* Students in violation of the REP Guidelines will be referred to administration for consequences that may include, but are not limited to:

1. Verbal warning
  2. Phone call to a parent/guardian
  3. Office Detention(s)
  4. Electronic Device/Cell Phone/l pad Confiscated
- Or
5. A combination of all of the above

### **School Messenger**

School Messenger is an on demand notification system used by the Medomak Valley administration to inform parents if their student is absent, school cancellation, an early dismissal, an emergency situation, or some other important school announcement. The messages can be sent via phone, text, or email. **At the beginning of each school year, students and parents will be provided forms to sign up for this service.**

### **Senior Privileges**

Seniors are recognized as the leaders of the school and as such they have earned the opportunity to negotiate with administration for special privileges. Senior officers meet with the high school administration and develop a proposal to submit to the School Board requesting the privileges (i.e. late arrival/early dismissal) they would like. The parameters governing those privileges, and the consequences for abusing the privileges, will be outlined in the proposal.

### **Student Records**

An accurate cumulative student record shall be maintained for every student enrolled in RSU 40/MSAD 40. A student record is any information or data recorded in any medium that is collected and stored by the school for educational purposes. The student record shall include, but not be limited to, the following:

1. Health records
2. Registration information
3. Emergency information
4. Evaluation results by school personnel and/or outside agencies
5. Samples of work reports of teachers
6. Special Education, (IEP)
7. Test results
8. Progress reports or grades

The Family Educational Rights and Privacy Act (**FERPA**) requires the school to allow parents and students 18 years and older to:

1. Review and inspect the student's school records, and
2. Challenge the student's school record in a hearing, if they feel the records are misleading or inaccurate.

School administrators must:

1. Notify parents and students 18 years or older of their rights under the law, and
2. Obtain written permission from parents or students 18 years or older before revealing records to persons other than officials of the high school and officials in schools in which a student seeks to enroll. Records may also be released without written permission to federal, state, and local authorities performing duties authorized by statutes, financial aid officers, and to persons in accordance with a court order or subpoena.

### **Directory Information**

Directory information relating to a student includes the following: the student's name, town, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

FERPA and "No Child Left Behind" Act allow such information to be publicly disseminated by school. It is the policy of RSU 40/MSAD 40 not to disseminate such information as a complete list. In addition, parents or the student (if over 18 years of age) may request that no directory information be given out under any circumstances.

**Webster, Josie A**

Grade: 9 #130117725 DOB: 07/31/2000 Gender: F Counselor: Connell-Duncan, Debora

- Behavior Transportation Fees Lockers Attendance Contact Log Admin Log CTE Ref
- Permissions/Returned Truancy Attendance Contact Log Literacy Benchmarks Teacher Contact Log
- Person Documents MVHS admin contact log Attendance Flags Grades Transcript
- Summary Enrollments Schedule Attendance

Choose a Report Card Format..

Learning Habits Year Grade						
HEN17HO-1 English I Honors Webster, Heather R 	Reading Comprehension					P
	Reading Interpretation					P
	Writing Arguments					P
	Writing Informative and Narrative Texts					P
	Writing Process					P
	Writing Research					P
	Speaking and Listening Discussion					P
	Speaking and Listening Presentation					P
	Quarter 1		88			
	Quarter 2			90		
	Quarter 3				85	
	Quarter 4					84
	Year Grade					87
	Learning Habits		3	3	3	3
Progress Report		89	90	82	86	
Learning Habits Year Grade					3	



Grade: 9 #130117725 DOB: 07/31/2000 Gender: F Counselor: Connell-Duncan, Debora

Behavior Transportation Fees Lockers Graduation Athletics AdHo

Permissions/Returned Truancy Attendance Contact Log Admin Log CTE

Person Documents MVHS admin contact log Literacy Benchmarks Teacher Contact Lc

Summary Enrollments Schedule Attendance Flags Grades Trans

Choose a Report Card Format..

Grade	Health Concepts	M			
HHE 108-2 Health Rogers, Willow	Health information, products and services	M			
	Health promotion and risk reduction	M			
	Semester Grade	91			
	Quarter 1	89			
	Quarter 2	93			
	Learning Habits	3			
	Progress Report	87			
	Learning Habits Semester Grade	3			

**JAMESON, DEBRA**

Grade: 9 #130117725 DOB: 07/31/2000 Gender: F Counselor: Connell-Duncan, Debora

Behavior Transportation Fees Lockers Graduation Athletics AdHoc

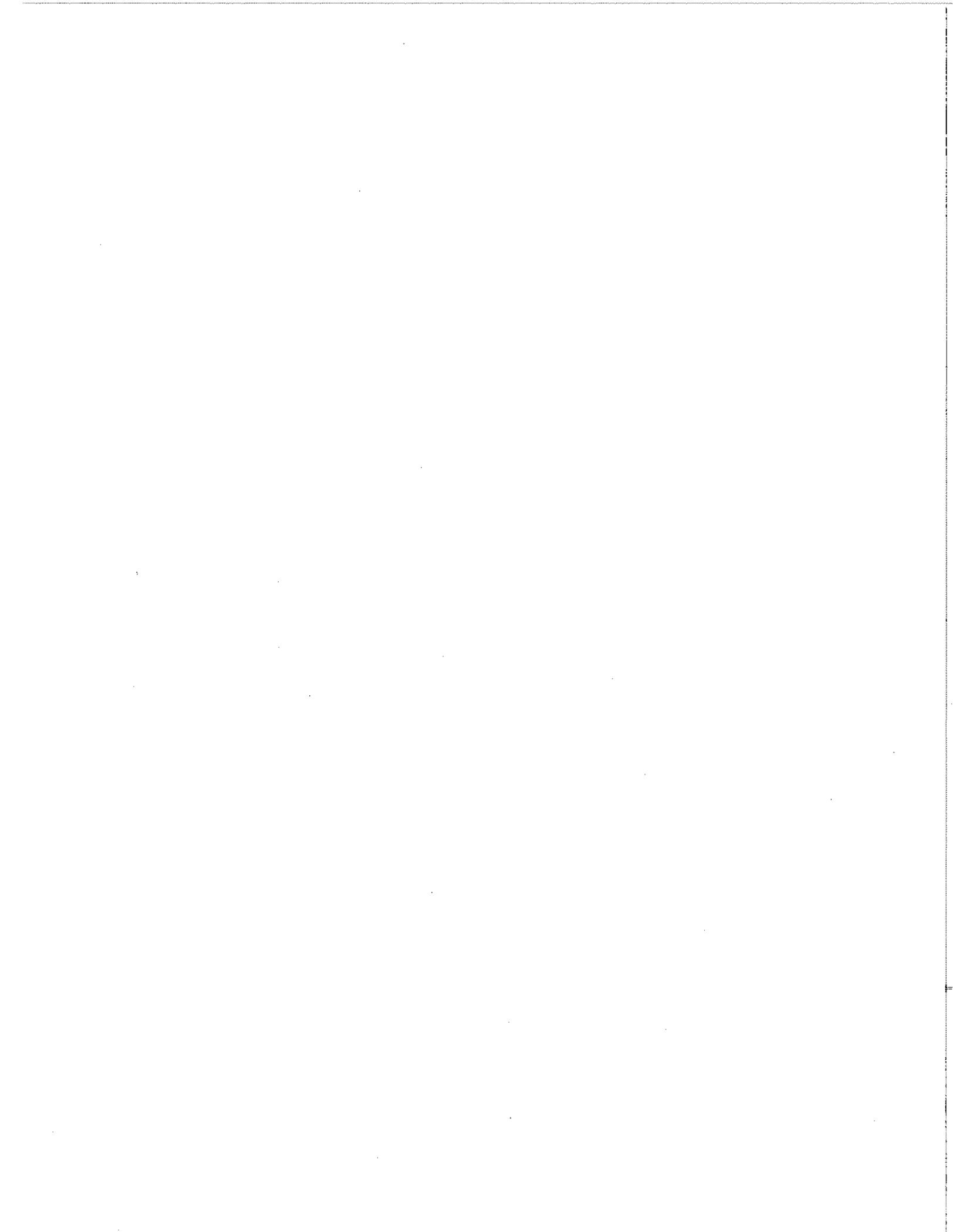
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Summary Enrollments Schedule Attendance Flags Grades Transcri

Choose a Report Card Format...

Class	Task	Quarters Q1	Quarters Q2	Quarters Q3	Quarters Q4
HMA112-3 Algebra I CP	Number and Quantity				1
Nikitina, Natalya	Algebra				1
	Functions				1
	Statistics and Probability				1
	Quarter 1	85			
	Quarter 2		87		
	Quarter 3			91	
	Quarter 4				88
	Year Grade				88
	Learning Habits	4	4	4	4
	Progress Report	75	79	67	89
	Learning Habits Year Grade				4
HMA112-3 Algebra I	Boolean Combinations				5



# Medomak Valley High School Transcript

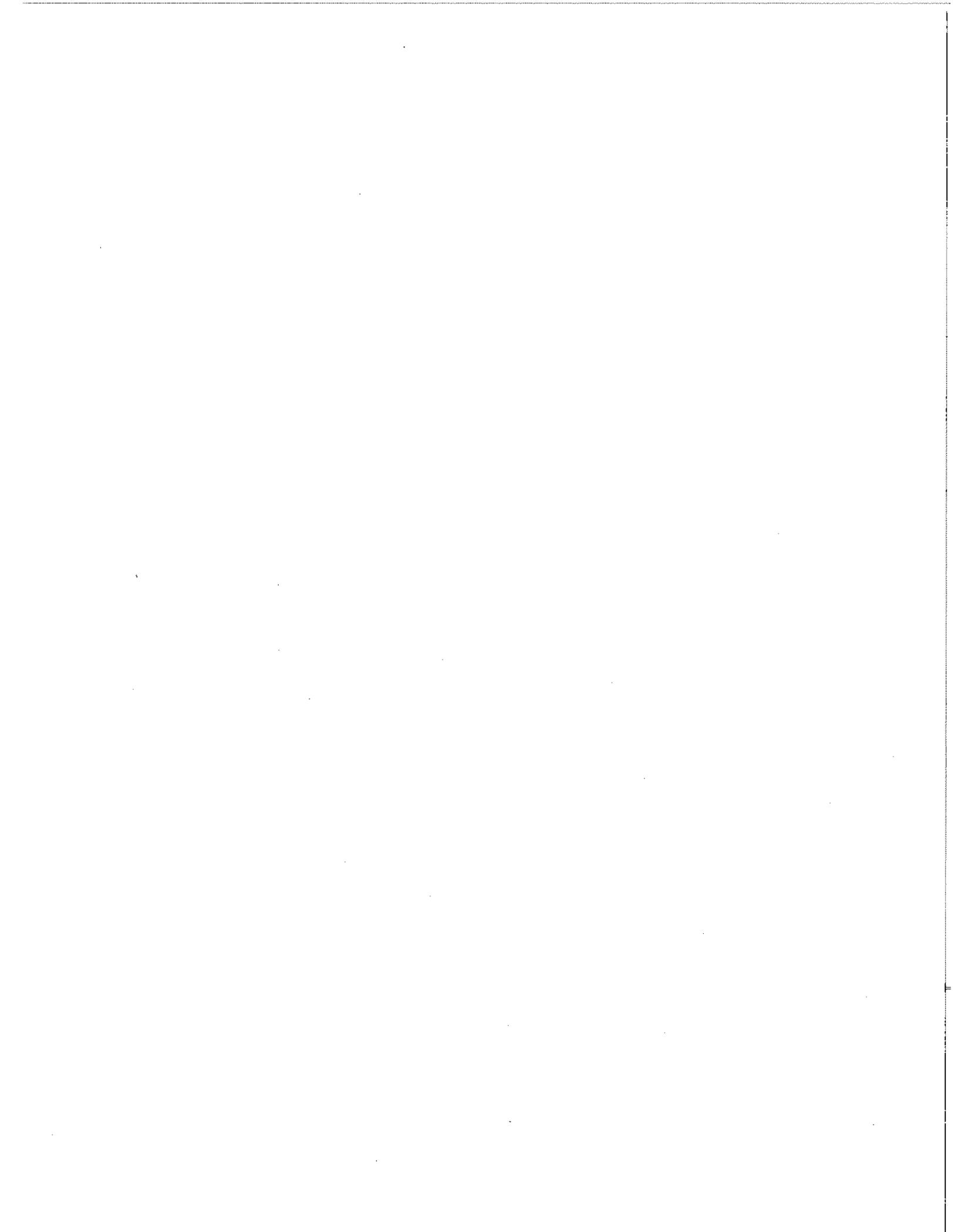
Tel: (207)832-5389 Fax: (207)832-2280  
320 Manktown Road, Waldoboro, ME 04572

**Medomak Valley Photojournalist**

Student Number: 130077991 Grade: 9

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Student Information		Standards Summary	
Student Number:	130077991	Grade:	9
Birthdate:	07/03/2000	Gender:	F
Standards Summary		<b>Medomak Valley High School Graduation Standards</b>	
<b>Medomak Valley High School Graduation Standards</b>		Physical Sciences: Structures/properties of matter, forces and interactions (Grade 12 Physics CP Term: 4) M	
Scoring Rubric		Life Sciences: Growth, development and reproduction of organisms, natural M	
M Meets		Life Sciences: Matter and energy in organisms and ecosystems M	
R Review		Life Sciences: Structure, function, and information processing M	
I Introduced		Physical Sciences: Energy, waves, and electromagnetic radiation (Grade 12 Physics CP Term: 4) M	
NI Not Yet Introduced		<b>Social Studies</b>	
<b>Standard</b>		Applications of social studies processes, knowledge and skills (Grade 12 Economics CP Term: 4) M	
<b>Best Score</b>		Civics and Government (Grade 12 Economics CP Term: 4) M	
Career and Educational Development		Civic Engagement M	
Self-knowledge and interpersonal relationships (Grade 12 Photojournalism Term: 4)		Economics M	
Education, career, life rolls (Grade 12 Photojournalism Term: 4)		<b>Visual and Performing Arts</b>	
English Language Arts		Disciplinary Literacy (Grade 11 History of Rock & Roll Term: 2) M	
Reading Comprehension (Grade 11 English III CP Term: 4)		Visual Arts (Grade 10 B/W Photo Term: 2) M	
Reading Interpretation (Grade 12 English IV CP Term: 4)		<b>World Languages</b>	
Speaking and Listening Discussion (Grade 12 English IV CP Term: 4)		Interpersonal Communication (Grade 11 Spanish III Honors Term: 4) M	
Speaking and Listening Presentation (Grade 12 English IV CP Term: 4)		Interpretive Communication (Grade 11 Spanish III Honors Term: 4) M	
Writing Arguments (Grade 12 English IV CP Term: 4)		Presentational Communication (Grade 11 Spanish III Honors Term: 4) M	
Writing Informative and Narrative Texts (Grade 12 English IV CP Term: 4)			
Writing Process (Grade 12 English IV CP Term: 4)			
Writing Research (Grade 12 English IV CP Term: 4)			
<b>Health Education and Physical Education</b>			
Health Concepts M			
Health information, products and services M			
Health promotion and risk reduction M			
P/E movement/motor skills and knowledge (Grade 11 Physical Education Term: 2) M			
P/E physical fitness activities and knowledge (Grade 11 Physical Education Term: 2) M			
<b>Mathematics</b>			
Algebra (Grade 12 Algebra II CP Term: 4) M			
Functions (Grade 12 Algebra II CP Term: 4) M			
Number and Quality (Grade 12 Algebra II CP Term: 4) M			
Geometry M			
Statistics and Probability M			
<b>Science</b>			
Earth and Space Sciences: Earth, space and the universe (Grade 12 Physics CP Term: 4) M			



## Frequently Asked Questions For MVHS Parents Proficiency Based Diplomas

1. Graduation Standards
2. Demonstrating Proficiency in The Graduation Standards
3. Tracking Student Progression on the Graduation Standards

### Graduation Standards FAQ

#### **What must students in the class of 2018 accomplish in order to get a diploma?**

In May of 2012, the governor signed LD 1422 into law. This law requires that students who graduate with the class of 2018 and beyond must demonstrate proficiency in the eight Content Areas of the Maine Learning Results (MLR), and their Guiding Principles. Medomak Valley has created an easy to understand list of specific graduation standards derived from the Maine Learning Results. In addition to meeting the graduation standards, students must also earn 24 credits in several subjects much as they do now.

#### **What does it mean to “demonstrate proficiency”?**

*maine for report*  
Proficiency means having an acceptable level of competence. Under the law, each school district must determine the level of competency a student must demonstrate in order to meet the graduation standard(s). Proficiency and/or competence can and will have different meanings to different school districts and it can be confusing. Each of MVHS's academic department's is working together to define the level of competence that will be required for each graduation standard. Any time terms like “meeting the standard,” “demonstrating proficiency” or “showing competency” are used, you can rest assured they mean the same thing.

#### **Only students who will graduate with the class of 2018 and beyond have to meet the Graduation Standards?**

Yes. §4722 requires that only students in the current freshmen class (2018 Cohort) will be required to meet the graduation standards. MVHS is modifying all of our courses to incorporate the graduation standards where appropriate, but students in the classes of 2015, 2016 and 2017 are not required to meet the graduation standards in order to earn a diploma.

#### **What are the eight Content Areas of the Maine learning Results?**

1. English Language Arts
2. Mathematics
3. Science
4. Social Studies
5. World Languages
6. Visual and Performing Arts
7. Health and Physical Education
8. Career and Education Development.

### **How many Graduation Standards are there in each Content Area?**

1. English Language Arts	8 graduation standards
2. Mathematics	5 graduation standards
3. Science	8 graduation standards
4. Social Studies	6 graduation standards
5. World languages	5 graduation standards
6. Visual & Performing Arts	5 graduation standards
7. Health & Physical Education	8 graduation standards
8. Career & Educational Development	3 graduation standards
Total	48 graduation standards

### **What about the Guiding Principles?**

The Maine Learning Results (MLR) has five (5) Guiding Principles. Students graduating in 2018 and beyond must demonstrate proficiency in all five Guiding Principles in order to earn a diploma.

### **With so many required Graduation Standards how will my child be able to complete all the required courses and meet the standards?**

Medomak Valley has designed our curriculum so any student who takes a typical course path through high school will have the opportunity to meet all of the 48 required graduation standards. For example, if the student takes four years of math, three years of social studies, four years of English, three-four years of science, one-two years of a World language, one year of physical education, one year of fine arts and one half year of health, the student will have several opportunities to meet all of the required graduation standards and the guiding principles.

### **Demonstrating Proficiency in the Graduation Standards FAQ**

#### **What does my student have to do in order to meet one or more of the Graduation Standards?**

In order to meet the graduation standards, students will be required to earn a score of 80 or higher on an assessment specifically designed to reflect the knowledge and skills identified in the graduation standard(s). If students attend classes and complete the required assignments they will be sufficiently prepared for the assessments.

All MVHS teachers have been working together to develop assessments identifying what the student should know, understand and/or be able to do (show competency) to demonstrate proficiency or meet each graduation standard.

#### **What is an assessment?**

An assessment is an evaluation method designed to document a student's knowledge of something. In this case MVHS will be using the "standard's assessments" to document a student's level of competency on one or more of the graduation standards. The actual assessment method can take on several forms including a multiple-choice test, a constructed response test, an essay, an oral presentation, a student created video, a research project, etc., and even a combination of one or more of the aforementioned.

#### **When will my student be allowed to take the assessment?**

Preparation time will be different for each graduation standard. For example, a student will take the Health assessments prior to completing the one semester Health course. In other cases like English or science the student might be required to complete three years of course instruction before they will be given the opportunity to meet (to be assessed) on one or more of the eight English/ Language Arts graduation standards or one of the eight science graduation standards.

**With 48 different Graduation Standards, how will my student know which standard(s) to work on?**

The graduation standards are built into the curriculum of each course. At the beginning of each semester students will be told where they are in relation to meeting the content area graduation standard(s) and where they should be by the end of the course. For example, if a student is taking a college preparatory chemistry class, the standards covered in that course will be identified on the course syllabus and the teacher will explain each of the graduation standards in detail. The teacher will also notify the student if and when the student will be required to take the assessment(s) to demonstrate proficiency on one or more of the graduation standards. Throughout the course teachers will routinely remind students the exact graduation standard that is being worked on. In addition all of the content area standards will be listed on the classroom wall.

All departments have met and discussed at what point a student will be able to demonstrate proficiency on each graduation standard.

**Is my student required to earn a specific score on the assessment that determines proficiency on the Graduation Standard(s)?**

An assessment score of 80 or higher is required for the student to meet the graduation standard.

**I'm confused. I thought a passing score was 70.**

Students who graduate with the class of 2018 and beyond will be required to earn 24 credits *and demonstrate proficiency on all 48 content area graduation standards plus the five guiding principles.* Passing a course and earning the credit requires the student complete the course with a grade of 70 or higher. To meet a graduation standard the student must earn a score of 80 or higher on that specific assessment. For example, if the student is taking English III and is provided the opportunity to meet one of the eight ELA graduation standards the student would need to score an 80 or higher on that assessment in order to meet the graduation standard. *The required score of 80 only applies to the graduation standard assessment.* There will be additional graded work that will be calculated into the grade. If the English III course requires a separate assessment for each of the eight ELA graduation standards the student could score less than 80 on one or more of the (8) required assessments and yet still pass the course.

**So a student could pass the course with a 70 or higher and earn the credit but not meet one or more of the Graduation Standards(s)?**

Yes.

**What happens if my student is given the opportunity to meet one or more Graduation Standards but is not successful?**

If the student should not demonstrate proficiency (scoring less than 80) on a required assessment, the student will be provided an additional opportunity to take the assessment within the same course. If the second attempt is unsuccessful the student will still have several opportunities to pass the required assessment prior to graduation. For example, the student would be permitted to take a similar assessment during the next course sequence, or take a similar assessment in a recovery class or they could even develop (with the help of a teacher certified in the content area) their own assessment.

**If my student can't take a Graduation Standard assessment before his/her junior year what type of work will he/she be doing during the first two years of high school?**

Many of the graduation standards cover a wide variety of material and require a good deal of preparation. The foundation of the graduation standards is built on something we call "performance indicators," which are defined as what the students should know, understand or be able to do. In several first year courses students are provided only an introductory exposure to the graduation standards, meaning they work on some but not all of the performance indicators.

**So if my student spends one or two years preparing to take a Graduation Standard assessment and passes the assessment do they still have to work on that Graduation Standard?**

After the student successfully passes the graduation standard assessment (by achieving a score of 80 or higher), the course teacher will assign a mark of "M" for *meets* to the student's permanent transcript. No further work on that specific graduation standard(s) would be required. However, a student who meets all of the 48 content area graduation standards will still be required to earn all of the required content area credits in order to earn a diploma.

**Can an assessment provide a student with the opportunity to demonstrate proficiency in more than one Graduation Standard?**

Yes.

**Can an assessment provide a student the opportunity to demonstrate proficiency in more than one of the eight content areas?**

Yes. In some cases teachers from different academic departments may collaborate to develop an assessment capable of reflecting the required knowledge and skills of more than one content area standard(s). For example, it is possible that teachers from the science department could work with teachers from the English department to develop an assessment that could reflect the requirements of an ELA graduation standard(s) and a science graduation standard(s).

**Tracking Student Progression on the Graduation Standards FAQ**

**What kind of report card will my student receive?**

Your student will receive a report card that looks very similar to what we have used in the past. The report card will identify all of the student's current courses and the numerical score (0-100) the student has earned in each course. Student absences

will be noted as well. There will also be a "learning habits" mark ranging from 1 (lowest) – 4(highest) reflecting the student's progress on the five guiding principles.

### **Will I get any kind of a report that lets me know how my student is progressing on the Graduation Standards?**

The quarterly report card has a comments section where teachers can identify the student's progress on one or more of the graduation standards. However there will not be a section on the report card that indicates the student's actual score on any of the graduation standards. Student progress on the standards will be recorded only on the student's permanent transcript. The transcript will be updated after the end of each semester (two quarters). At the end of each school year, students and parents will be provided a copy of the student's permanent transcript. Parents will also be able to log into Infinite Campus for to monitor student progress. Parents are encouraged to contact their student's teachers if they have questions or concerns. Good communication is the best way to monitor student progress in all aspects of their schoolwork.

### **How will MVHS indicate my student's progress toward meeting the Graduation Standards?**

All 48 of the content area Graduation Standards will be frontloaded to every student's transcript. Prior to the end of the first semester (two nine-week quarters) teachers of one semester courses will enter either an "I" indicating the student has been *introduced* to the graduation standard, a "P" indicating the student is *progressing* on the graduation standard or an M signifying the student *meets* the graduation standard\*. Some of the 48 graduation standards are not addressed until after the student's freshmen or sophomore year. In those cases a grade of NI *not introduced*, will be indicated on the transcript.

\*For yearlong courses the teacher will enter the student's progress on the graduation standards (addressed in that course) prior to the end of the school year.

### **How will I know when and where my student actually meets the Graduation Standard?**

When the student meets the graduation standard by scoring an 80 or higher on the assessment the teacher will enter a score of "M" (meets) on the student's transcript. The graduation standard, the course name and term will automatically be recorded on the student's permanent transcript.

### **How are you keeping track of my student's progress on the five Guiding Principles?**

The MVHS "Learning Habits" (LH) are based in the expectations of the Maine Learning Result's Guiding Principles (GP). The LH mark is a direct reflection of how the student is progressing on the GP's in that specific course. At the end of each quarter a student is given a LH mark ranging from 1 (lowest) - 4 (highest) for each course. At the end of the course the student's quarterly marks are averaged together for a single LH course mark. To demonstrate proficiency in the GPs the student must earn at least fourteen (14) threes or fours before the completion of their junior year. For example, a freshmen who has just completed six (6) one-year courses and two (2) one-semester courses and received a course end average LH mark of 3 or higher in each course would have a total of eight (8) threes and would need to earn six (6) more prior to the end of his/her junior year. Students who have

not earned fourteen threes or fours prior to the end of their junior year may be required to take a "guiding principles" course during their senior year.

**Where will my student be meeting the Career and Education Development Graduation Standards?**

There is no separate course requirement for the Career and Education Development (CED) graduation standards. Few MVHS courses currently provide students with the opportunity to meet one or more of the CED standards. Prior to the start of the 2015-16 school year we fully expect several more courses to add these valuable standards.

**Will any students be given an "early" opportunity to meet the Graduation Standards?**

Yes. In a few cases, students will be given the opportunity to demonstrate proficiency out of sequence. However, all students will still be required to complete the required 24 credits to graduate.

**What happens if my student enrolls in a Dual Enrollment (DE) course or an Advanced Placement (AP) course?**

The purpose of the proficiency law is to make sure all students are college and/or career ready. We believe if a student has the prerequisites to enroll in and successfully complete a college level course like one of our DE or AP courses than they have in essence successfully demonstrated proficiency in those specific content area graduation standards. A student who successfully passes a dual enrollment course or advanced placement course would automatically meet the appropriate content area graduation standard(s) without having to take the graduation standard(s) assessment. The student would still have to complete the appropriate number of content area credits in order to earn a diploma.

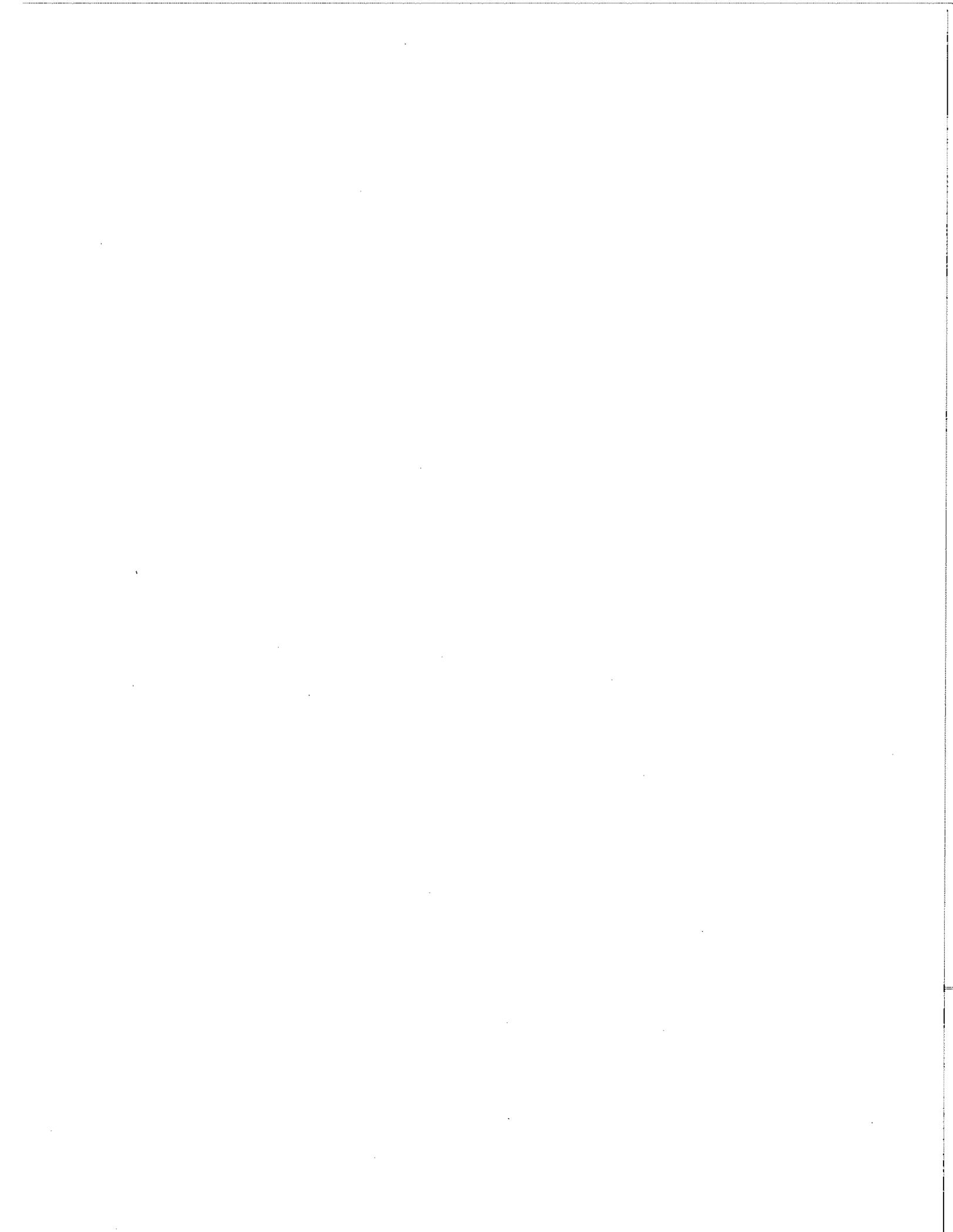
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**Do all MVHS courses address one or more of the 48 graduation standards?**

No. For example, most students will meet all of the five mathematics graduation standards by the time they complete Algebra II. Most of the work in the Pre Calculus and Calculus courses is beyond the scope of the graduation standards. There are also several courses that students take simply for enrichment.

**What if my student attends MCST?**

We are working with the Midcoast School of Technology (MCST) to determine how students will be able to demonstrate proficiency on the MVHS graduation standards through MCST vocational courses. We will also be working to find ways to make sure our MCST students have the opportunity to earn the required number of learning habits marks. This presents some challenges but we are confident we will successfully address this concern.



## **Frequently Asked Questions For MVHS Teachers Proficiency Based Diplomas**

- 1. Graduation Standards**
- 2. Demonstrating Proficiency in The Graduation Standards**
- 3. Tracking Student Progression on the Graduation Standards**

### **Graduation Standards FAQ**

#### **What must students in the class of 2018 accomplish in order to get a diploma?**

Students who graduate with the class of 2018 must demonstrate proficiency in the eight Content Areas of the Maine Learning Results (MLR), and their Guiding Principles. Medomak Valley has created an easy to understand list of specific graduation standards derived from the Maine Learning Results. In addition to meeting the graduation standards, students must also earn 24 credits much as they do now.

#### **Only students from the class of 2018 and beyond have to meet the Graduation Standards?**

Yes. Only students in the current freshmen class (2018 Cohort) are required to meet the Graduation Standards. At MVHS we are currently changing all of our courses to incorporate the graduation standards, but students in the classes of 2015, 2016 and 2017 are not required to meet the graduation standards in order to earn a diploma.

#### **What are the eight Content Areas of the Maine learning Results?**

1. English Language Arts
2. Mathematics
3. Science
4. Social Studies
5. World Languages
6. Visual and Performing Arts
7. Health and Physical Education
8. Career and Education Development.

#### **How many Graduation Standards are in each Content Area?**

1. English Language Arts	8 graduation standards
2. Mathematics	5 graduation standards
3. Science	8 graduation standards
4. Social Studies	6 graduation standards
5. World languages	5 graduation standards
6. Visual & Performing Arts	5 graduation standards
7. Health & Physical Education	8 graduation standards
8. Career & Educational Development	3 graduation standards
Total	48 graduation standards

#### **What about the Guiding Principles?**

The MLR has five (5) Guiding Principles. Students must demonstrate proficiency in all five Guiding Principles in order to earn a diploma.

### **What about the Performance Indicators?**

Performance indicators identify what the student should know, understand or be able to do (KUD). Several performance indicators support each of the 48 graduation standards. In order to meet the graduation standards, students will work on the skills and knowledge built into the performance indicators. Our teachers have worked within their departments to identify the performance indicators that will be addressed in each course. Teachers will use the performance indicators as the basis for creating assessments that will provide students with the opportunity to demonstrate proficiency on each of the graduation standards. When a course begins the teacher will identify each of the performance indicators that will be examined during the course and how the PIs will be used to help students meet the graduation standards.

### **Demonstrating Proficiency in the Graduation Standards FAQ**

#### **How do I know if a student has met the Graduation Standard?**

State law requires that each individual school district must determine what constitutes student proficiency on each of the graduation standards. Members of the academic departments must work together to develop an assessment or multiple assessments that reflect a consensus regarding what the student should know, understand and/or be able to do in order to meet each graduation standard. Each department must also determine when (at which point in the student's career) the student will be provided the opportunity to successfully meet the graduation standard. If the student successfully passes the assessment they will have met the graduation standard.

#### **How much preparation is required for the student to meet the Graduation Standard?**

Preparation time will vary for each graduation standard. For example, a student will be provided the opportunity to demonstrate proficiency in all five Health standards prior to completing the one semester Health course. In English, the student might be required to complete three years of ELA instruction before they will be ready to meet the ELA graduation standard(s). At the beginning of each course teachers are required to tell students where they are in relation to meeting the content area graduation standard(s) and where they should be by the end of the course. Each department is tasked with developing appropriate assessments and identifying the point students will be able to demonstrate proficiency on each graduation standard.

#### **Is the student required to earn a specific score on the assessment that determines proficiency on the Graduation Standard(s)?**

Each department will develop a graduation standard rubric with two sections. Section one will indicate what the student needs to be able to do in order to meet the graduation standard (with a score ranging from 80-100), and Section two will indicate what level of student work does not meet the graduation standard (with a score of between 0-79). An assessment score of 80 or higher is required for the student to meet the graduation standard.

#### **I thought you said the student could pass the course with a 70, so why do they need a score of 80 or higher?**

Keep in mind that students who graduate with the class of 2018 and beyond will be required to earn 24 credits *and demonstrate proficiency on all 48 content area graduation standards plus the five guiding principles*. Passing a course and earning the credit requires the student complete the course with a grade of 70 or higher. To meet a graduation standard the student must earn a score of 80 or higher on that specific assessment. For example, if the student is taking English III and is provided the opportunity to meet the "Writing Process" standard (one of the eight ELA graduation standards) the student would need to score an 80 or higher on the "Writing Process" assessment in order to meet the "Writing Process" graduation standard. *The required score of 80 only applies to the graduation standard assessment*. If the English III course requires a separate assessment for each of the eight ELA graduation standards the student could score less than 80 on one or more of the (8) required assessments and yet still pass the course.

**What happens if a student is provided the opportunity to meet a graduation standard but does not get a score of 80 or higher?**

It is certainly possible a student might not meet one or more of the graduation standards. The student may be provided a second opportunity to take the assessment within the same course. If the second attempt were also unsuccessful the student would still have several opportunities to pass the assessment prior to graduation. For example, the student would be permitted to take the assessment during the next course sequence, or take an appropriate alternative assessment in a "standards recovery" class or the student could even develop (with the help of a teacher certified in the content area) their own assessment to demonstrate proficiency on that graduation standard (multiple pathway).

**What If I teach a course where the student is not yet ready to meet the Graduation Standard?**

In the vast majority of cases students will be given a single mark or rating identifying their progress toward meeting the graduation standard. In many first year courses the student will be given an "I" indicating the student has been *introduced* to the graduation standard. If a second year course is required the student would be given a "P" to indicate *progression* on the graduation standard. When the student successfully passes the graduation standard assessment, the teacher would assign a mark of "M" for *meets*. No further work on that specific graduation standard(s) would be required. However, a student who meets all of the 48 content area graduation standards will still be required to earn all of the required content area credits in order to earn a diploma.

**So a student could pass the course and earn the credit but not meet one or more of the Graduation Standards(s)?**

Yes.

**If I teach a course where a student is not given the opportunity to meet a Graduation Standard am I required to give them any specific assessments?**

In just about every MVHS course students are working on one or more of the performance indicators designed to provide students with the skills needed to meet the graduation standards. But if the course does not provide a student with the opportunity to meet the graduation standard(s) the teacher is not required to provide the student with a specific assessment. But teachers should design assessments around the performance indicators.

**Can an assessment provide a student with the opportunity to demonstrate proficiency in more than one Graduation Standard?**

Yes.

**Tracking Student Progression on the Graduation Standards FAQ**

**How will MVHS keep track of both traditional student grades and progress on the Graduation Standards?**

MVHS is using a blended system requiring students who will graduate in 2018 and beyond to earn 24 credits *and* meet all of the 48 graduation standards. MVHS will use two separate grading systems, both located in Infinite Campus.

The first system will be same as what we have always had. Teachers will set up the IC grade book and at the end of each quarter a grade will be tabulated and recorded.

The second system is new but we have made it as simple as possible. The grading process is similar to the way the Learning Habits marks are entered. If you teach a one-semester course, prior to the end of the semester you will enter either an "I" (Introduced), "P" (Progressing) or "M" (Meets) for each student's progress on each of the graduation standards addressed in your course. If you teach a yearlong course you will do this once prior to the end of the year.

Some of the 48 graduation standards are not addressed until after the student's freshmen or sophomore year. In those cases a grade of NI *not introduced*, will be front loaded on the student's transcript.

**Am I required to track every student's progress toward meeting the Graduation Standards?**

No. For the current school year (2014-15) you are only required to track student progress on the graduation standards for the freshmen class (2018 graduation cohort). Next year (2015-16) you will be tracking student progress for the class of 2018 and the class of 2019 and so on.

**How do I know if I should enter an I, P or an M for each student's progress towards proficiency in the Graduation Standards?**

All departments have worked on and continue to work toward identifying at what point in the course sequence students should be given the opportunity to demonstrate proficiency in one or more of the graduation standards. If you teach a course that "introduces" a student to a graduation standard the student is not required to earn a specific score in order to earn an "I" on the graduation standard. If you teach a course where the student has already been introduced to the graduation standard(s) but will not yet be provided with the opportunity to meet the standard you would enter a "P" indicating the students is "progressing" on that standard(s). The student does not have to earn a specific score to receive a P on the transcript. Teachers of courses where a student is given the opportunity to meet one or more of the graduation standards are the only ones permitted to enter an "M" on the student's transcript, and then only after the student scores an 80 or higher on that specific graduation standard assessment.

### **How do I keep track of Performance Indicators?**

State law requires that each school district must determine what demonstrates proficiency on each of the graduation standards. The law also requires that all students who graduate in 2018 and beyond *must demonstrate proficiency in each of the standards. Performance indicators are the supporting foundation of the graduation standards, and MVHS will be using the performance indicators as the basis for creating our assessments.* Although teachers can track student progression on each of the performance indicators addressed within their course(s) MVHS will be reporting out at the *graduation standard* level only.

### **How do I let parents know if their student is not on track (progressing) to meet the Graduation Standards?**

Student progress or lack of progress on the graduation standards can be indicated in the comments section of the quarterly report card. Parents can also be called or emailed.

### **Will a student's progress on the Graduation Standards be entered on the quarterly report card?**

No. At this time student progress on the graduation standards will only be recorded on the student's permanent transcript. Teachers will enter a traditional 0-100 numerical score and a 1-4 learning habits grade on the report card once per quarter. Marks for progress on the graduation standards will only be entered prior to the end of the semester (for one semester courses) or once prior to the end of the year for yearlong courses.

### **How can I tell what score (I, P, or M) the student has already achieved in meeting the Graduation Standard?**

You would have to print out the student's transcript to see if the student has an I, P or M. However if a teacher accidentally entered a P for a graduation standard and the student had already scored an M, the Infinite Campus program would use the higher mark.

### **How will we know when/where the student actually met the Graduation Standard?**

When the student meets the graduation standard by scoring an 80 or higher on the assessment, the teacher will enter a score of M on the student's transcript. The course name and term (where the student met the standard) will automatically be recorded on the student's permanent transcript.

### **How are we keeping track of the student's progress in demonstrating proficiency in the Guiding Principles?**

Student progress on the Maine Learning Result's Guiding Principles is tracked with the Learning Habits mark. At the end of each quarter the teacher gives each student an LH mark ranging from 1 (lowest) - 4 (highest) for each course. At the conclusion of the course the student's quarterly marks are averaged together for a single Learning Habits course mark. To demonstrate proficiency in the guiding principles the student must earn at least fourteen (14) threes or fours before the completion of their junior year. For example, a freshmen who has just completed six (6) one year courses and two (2) one semester courses and received a LH mark of 3 or higher in each course would have a total of eight (8) threes. Students who have not earned fourteen threes or fours prior to the end of their junior year may be required to take a "guiding principles" course during their senior year.

**What happens if I accidentally enter a mark for a student on a Graduation Standard but the course I am teaching doesn't address that same Graduation Standard?**

You will be permitted to enter a mark (I, P, or M) only on the specific graduation standards addressed in the course you are teaching. Content area graduation standards not addressed in your course will not be available on the drop down menu.

**Where are students meeting the Career and Education Development Graduation Standards?**

There is no separate course requirement for the Career and Education Development graduation standards. Currently, only a small number of MVHS courses provide students with the opportunity to meet one or more of the CED standards. Prior to the start of the 2015-16 school year we fully expect several more courses to add these valuable standards.

**Will any students be given an "early" opportunity to meet the Graduation Standards?**

Yes. In some cases, students will be given the opportunity to demonstrate proficiency out of sequence. However all students will still be required to complete the required 24 credits to graduate.

**What happens if a student has not met the Graduation Standards but enrolls in a Dual Enrollment (DE) course or an Advanced Placement (AP) course?**

The purpose of the proficiency law is to make sure all students are college and/or career ready. We believe if a student has the prerequisites to enroll in and successfully complete a college level course like one of our DE or AP courses than they have in essence successfully demonstrated proficiency in those specific content area graduation standards. A student who successfully passes a dual enrollment course or Advanced Placement course would automatically meet the appropriate content area graduation standard(s) without having to take the graduation standards assessment. The student would still have to complete the appropriate number of content area credits in order to earn a diploma.

**Do we have courses at MVHS that don't have anything to do with Graduation Standards?**

Yes. Most students will meet all the mathematics graduation standards by the time they complete Algebra II. Pre Calculus and Calculus courses certainly work with the standards but most of the work is beyond the standards. Other examples could include many of our advanced placement and dual enrollment offerings and honors anatomy and physiology. Students can also take a course simply for enrichment.

**What kind of records do I need to keep, especially if I am teaching a course where students can meet a Graduation Standard(s)?**

The Maine Department of Education indicates the high school transcript can be used as the record of student proficiency. However, all teachers must be able to clearly articulate the specific graduation standard(s) students are working on and how proficiency on the graduation standards will be assessed and determined. It would be wise for teachers to keep any assessment(s) indicating a student has not met a specific graduation standard(s).

**What about MVHS students who attend MCST?**

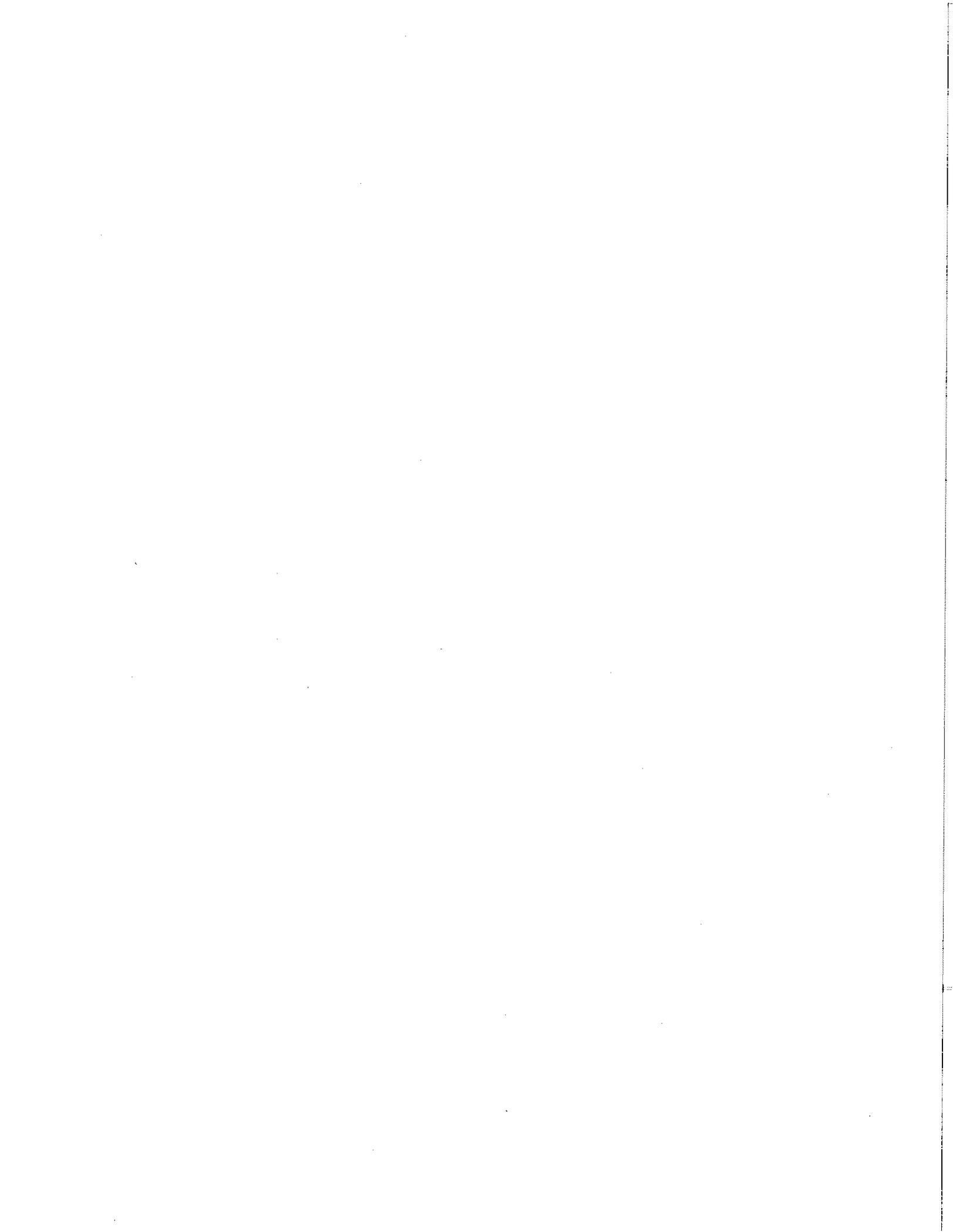
We are working with MCST to determine how students would be able to demonstrate proficiency on the graduation standards through their vocational courses. We will also be working to find ways to make sure our MCST students have the opportunity to earn the required number of learning habits marks. This presents some challenges but we are confident we will successfully address this concern.

**What else do I need to know or do?**

We are completely rewriting the entire MVHS curriculum using a format that will allow us to store all curricula in the cloud. When rewriting curriculum remember to include graduation standards, performance indicators, and assessments that are addressed in each course. Every single course we teach must have a current and viable curriculum. This is important for both good teaching and our NEASC accreditation.

When you provide students with a syllabus at the start of the course, it must include the graduation standard(s) that will be addressed and to what level.

Collaboration is the key. Work with members of your department if you have questions.



**Medomak Valley High School  
Learning Habits for Life**

**Respect  
Effort  
Preparedness**



**Respect**

- appropriate language
- positive attitude
- appropriate use of technology
- general civility

**Effort**

- engagement
- perseverance

**Preparedness**

- attendance
- punctuality
- time management



**Show Pride in  
Yourself & Your Work**





**Medomak Valley High School  
Learning Habits for Student Handbook**



As MVHS moves toward a proficiency based diploma, it is important for behavior assessment to be separated from performance indicator assessment. Thus the following learning habits protocol and rubric have been developed. The principles/habits are assessed

**Respect**

- appropriate language
- positive attitude
- appropriate use of technology
- general civility

**Effort**

- engagement
- perseverance

**Preparedness**

- attendance
- punctuality
- time management

**Learning Habits Rubric**

<b>4 Exemplary</b>	<b>3 Acceptable</b>	<b>2 Needs Improvement</b>	<b>1 Rarely</b>
Student consistently demonstrates the required Learning Habits.	Most of the time the student demonstrates the required Learning Habits..	Some of the time the student demonstrates the required Learning Habits.	Rarely does the student demonstrate the required Learning Habits.

Beginning with the class of 2018 in order to earn a proficiency-based diploma, MVHS requires that a student earns fourteen threes (3) or fours (4) by the end of their junior year in order to demonstrate proficiency with the Guiding Principles. Students who do not satisfy the requirements will have to meet them in another way that may include a course or a comparable substitution as approved by administration.

Students in the classes of 2015, 2016, 2017 will be rated on the Learning Habits, but the ratings will not be a graduation requirement.



## Learning Habits

Because meeting The Guiding Principles is required as a graduation standard for the class of 2018, there is a need to differentiate between the Learning Habits and the academic grade. In some courses, the assignment grade may include specific learning habits (e.g., adhering to due dates, attendance, and/or participation).

The expectations for Learning Habits for each teacher will be explained to students and parents in the opening day Course Introduction Material (First Day Sheet). Students at Medomak Valley High School are required to show evidence of the following Learning Habits:

### Respect

- appropriate language
- positive attitude
- appropriate use of technology
- general civility

### Effort

- engagement
- perseverance

### Preparedness

- attendance
- punctuality
- time management

Once each quarter, teachers will include on the report card the number a student has earned for the Learning Habits in that class for that quarter using the following rubric:

4	3	2	1
Exemplary	Acceptable	Needs Improvement	Rarely
Student consistently meets the required Learning Habits.	Most of the time the student meets the required Learning Habits.	Some of the time the student meets the required Learning Habits.	Rarely does the student meet the required Learning Habits.

Medomak Valley High School's designated Learning Habits are directly tied to *Maine's Guiding Principles* as indicated on the next page.

Beginning with the class of 2018 in order to earn a proficiency-based diploma, MVHS requires that a student earns fourteen threes (3) or fours (4) by the end of their junior year in order to demonstrate proficiency with the Guiding Principles. Students who do not satisfy this requirement must meet it in another way that may include a course or a comparable substitution as approved by administration.

Students in the classes of 2015, 2016, 2017 will be rated on the Learning Habits, but the ratings will not be a graduation requirement.

**Maine's Guiding Principles state that each Maine student must leave school as:**

**Medomak Valley High School's Corresponding Learning Habits:**

**A. A clear and effective communicator who:**

Demonstrates organized and purposeful communication in English and at least one other language

Respect: civility

Uses evidence and logic appropriately in communication

Effort: engagement

Adjusts communication based on the audience

Respect: appropriate language, civility

Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

Respect: appropriate language, appropriate use of technology

**B. A self-directed and lifelong learner who:**

Applies knowledge to set goals and make informed decisions

Effort: engagement  
Preparedness: time management

Applies knowledge to set goals and make informed decisions

Effort: engagement, perseverance

Applies knowledge in new contexts

Effort: engagement; Preparedness: time management, punctuality

Demonstrates initiative and independence

Preparedness: attendance, punctuality, time management  
Effort: engagement, perseverance

Demonstrates flexibility including the ability to learn, unlearn and relearn

Effort: perseverance  
Preparedness: attendance, punctuality, time management

Demonstrates reliability and concern for quality

Effort: perseverance  
Preparedness: attendance, punctuality, time management

Uses interpersonal skills to learn and work with individuals from diverse backgrounds

Respect: appropriate language, civility

**C. A creative and practical problem solver who:**

Observes and evaluates situations to define problems

Effort: engagement, perseverance

Frames questions, makes predictions and designs data/information collection and analysis strategies

Effort: engagement, perseverance

Identifies patterns, trends and relationships that apply to solutions

Effort: engagement, perseverance

Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response

Effort: engagement, perseverance  
Preparedness: time management

Sees opportunities, finds resources and seeks results

Effort: engagement, perseverance

Uses information and technology to solve problems

Effort: engagement, perseverance

Perseveres in challenging situations

Effort: perseverance

**D. A responsible and involved citizen who**

Participates positively in the community and designs creative solutions to meet human needs and wants

Respect: appropriate language, positive attitude, civility  
Effort: engagement and perseverance  
Preparedness: attendance, punctuality, time management

Accepts responsibility for personal decisions and actions

Respect: civility  
Preparedness: attendance, time management

Demonstrates ethical behavior and the moral courage to sustain it

Respect: appropriate use of technology, civility

Understands and respects diversity

Respect: appropriate language, civility

Displays global awareness, economic and civic literacy

Effort: engagement

Demonstrates awareness of personal and community health and wellness

Respect: civility

**E. An integrative and informed thinker who:**

Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology

Effort: engagement, perseverance

Evaluates and synthesizes information from multiple sources

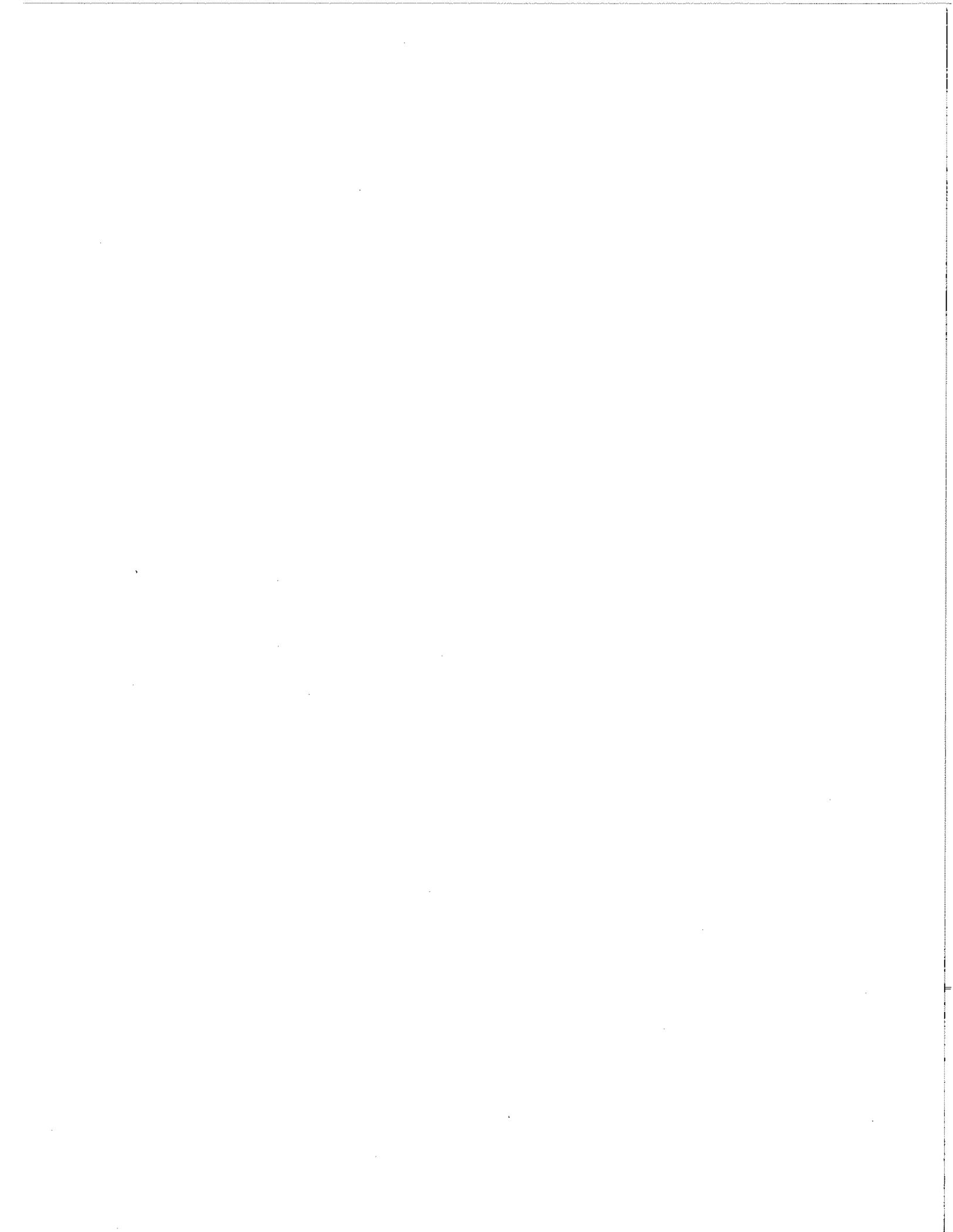
Effort: engagement, perseverance

Applies ideas across disciplines

Effort: engagement, perseverance

Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

Effort: engagement, perseverance



## **STUDENT ACHIEVEMENT/EVALUATION OF STUDENT ACHIEVEMENT**

Effective evaluation of student achievement is essential to the instructional process, the measuring of student progress towards meeting the content standards of the System of Learning Results, the tracking of progress toward individual and district learning goals, and communication between schools and parents. The evaluation of student learning and achievement is based on the recognition that students have different abilities, learning styles, cultural backgrounds, and developmental rates and levels. Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, providing appropriate instruction, and identifying learning problems and areas in which remediation is required. Sharing of information among parents, staff and students is an integral part of the evaluation process.

RSU 40/MSAD 40 will use multiple assessments, including both informal and formal measures, at the classroom, school, and district levels to evaluate each student's performance and to monitor his/her progress toward meeting the content standards of the Learning Results. Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know and are able to do. Students should have multiple opportunities to practice, apply, and demonstrate their knowledge and skills.

Individual classroom assessments may include but are not limited to student tests, quizzes, reports, presentations, laboratory work, writing samples, teacher observations, portfolio constructions, and student self-assessments.

The Board encourages the development of assessment approaches that provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same-grade classrooms and grade spans within the district.

Although all assessments of student achievement will be used for determining student progress toward achievement of the content standards of the Learning Results and for making decisions concerning assignment to grade levels, no single test may be used as the only measure of student achievement.

### **Communicating Information Concerning Student Achievement**

Students and parents will be provided with timely information concerning student performance and, if applicable, the need for the student to participate in additional instruction and replacement assessments.

Parents will be informed at regular intervals of their child's academic progress through report cards or other written means.

Adopted: July 17, 2014

Revised:

The Superintendent/designee shall provide written notification to students and parents by March 15th if the student is in jeopardy of not advancing to the next grade or if the student is in jeopardy of not qualifying for a high school diploma because the student has not met the required standards.

**Assessment Accommodations and Alternate Assessments**

Assessment accommodations and alternate assessments will be provided for identified students in accordance with their Individual Education Plan (IEP) or Limited English Proficiency Plan (“Lau Plan”). Assessments completed with accommodations and alternate assessments completed will be maintained until such time as the student reaches the age of 21 or graduates from a postsecondary institution.

Legal Reference:

20-A M.R.S.A. § 6209

Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference:

ADF – School System Commitment to Learning Results

IKAB – Report Cards/Progress Reports

IKE – Promotion and Retention of Students

IKF – Graduation Requirements

## GRADUATION REQUIREMENTS

### Eligibility for Graduation from Medomak Valley High School

With the implementation of standards using Maine's Learning Results (Parameters for Essential Instruction) to measure student progress toward achievement of the content standards of the Learning Results, the phasing in of standards-based diploma requirements, and heightened community expectations for student learning, the RSU 40 Board recognizes the need to establish minimum standards for the awarding of a high school diploma that are consistent with State law and regulations and with community educational values and expectations.

The superintendent, through the high school principal or his/her designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year or as soon as new laws are put in place. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in the Medomak Valley High School Student Handbook.

The board has approved this schedule of minimum requirements for graduation.

#### Medomak Valley High School Graduation Requirements

##### I. Requirements for students graduating in the classes of 2014-2017.

In order for members of the Classes of 2013-2017 to receive a Medomak Valley High School Diploma, students must meet the following requirements listed below:

A. Completion of a course of study whereby the student has acquired a minimum of twenty-four (24) credits, which include successful completion of the following required courses (16.5 Credits):

1. English - 4 Credits
2. Social Studies - 3 Credits, US History (1 Credit), World History or Human Geography (1 Credit), Economics (1/2 Credit) and Government (1/2 Credit).
3. Mathematics - 4 Credits, including Algebra I
4. Science - 3 Credits, Freshmen Science (1 Credit), Life Science (1 Credit), Physical Science (1 Credit).
5. Health- 1/2 Credit
6. Physical Education- 1 Credit
7. Fine Arts- 1 Credit

B. The remaining seven and one half (7 1/2) credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field the student plans to enter after graduation.

C. The State also requires that students demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.

D. Alternate methods of earning credits. Students may, with prior approval and permission of the

Adopted: December 6, 1993

Revised: May 1, 2014

principal, use alternative means to earn credits through an approved Adult Education course, and approved summer school program, an approved correspondence course, approved tutoring, approved college courses. The principal on a case-by case basis will review credits earned through home schooling. In addition, with prior approval of the principal, students may be allowed to demonstrate proficiency and earn credits in a specific content area by presenting multiple types of evidence, including but not limited to teacher-designed or student-designed assessments, portfolios, performances, exhibitions, and/or projects.

E. Participation in Graduation Ceremony A student must complete all requirements for a high school diploma in order to participate in graduation exercises.

## **II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2018 AND BEYOND**

In accordance with Maine law and RSU 40/MSAD 40's standards-based system of learning, after January 1, 2018, the awarding of a diploma from RSU 40/MSAD 40 schools will be contingent on the demonstration of proficiency 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, in addition to the accumulation of 24 credits, which may be obtained through approved learning experiences. The student must also fulfill any other requirements specified in this policy.

Students who anticipate graduating in the Classes of 2018 and beyond must meet the following requirements in order to be awarded a high school diploma.

A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency for each standard within each content area.

English Language Arts

Social Studies

Mathematics

Science and Technology

Health Education and Physical Education

Visual and Performing Arts

World Languages

Career and Education Development (embedded in the other content areas)

B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results. A student graduating from RSU 40/MSAD 40 schools is expected to be a:

Clear and effective communicator;

Self-directed and life-long learner;

Creative and analytical problem solver;

Responsible and involved citizen; and an

Integrative and informed thinker.

C. Method of gaining and demonstrating proficiency. Students will be allowed to demonstrate proficiency through multiple pathways, and be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher-designed or student-designed assessments, portfolios, performances, exhibitions, and projects.

D. Participation in Graduation Ceremony A student must complete all requirements for a high school diploma in order to participate in graduation exercises.

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Legal Reference: 20-A M.R.S. A. § 4722, 6209-A

Department of Education Rules, Chapter 127-A.11,C.

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## **PROMOTION, RETENTION AND ACCELERATION OF STUDENTS**

### **Philosophy**

It is the intent of MSAD #40 to offer appropriate instruction to all students in a progressive, sequential way. Therefore, the grade placement of each student will be made on an individual basis, understanding that the strategy of instruction at each grade is not a single strategy of instruction, but rather a series of strategies intended to meet the various needs of students assigned to that grade level.

In general, students will be placed at the grade level that will afford them the most growth academically, socially, and emotionally. Placement decisions will be based on the merits of the particular situation, involve proper parental notification, and be based upon approved Board retention policy. Every effort will be made to work throughout the year with the student and parents to remediate problems and build upon success.

Retention will be used as a last resort after available interventions and alternatives have been used. If parents refuse such interventions and alternatives, retention becomes more likely.

### **Criteria**

Consideration for promotion/retention will be based upon the following criteria:

1. The primary and most heavily weighted criterion for promotion or retention is the demonstrated competence in the skills and knowledge needed to succeed in the next grade.
2. The student's performance on district or school placement tests and other assessments.
3. Social and emotional factors. such as social adjustment, ability to communicate, self confidence, and presence of siblings in grade in such as overall test scores (standardized and diagnostic), teacher evaluation of the student's ability, academic expectancy (relative to age and ability), willingness of student to learn including performance in classroom and completion of assignments; and input from appropriate special services personnel, i.e. resource room, speech clinician etc.
4. Reaction to placement, i.e. parental reaction, student's reaction.
5. There shall be no automatic social promotion in the school system; this policy applies particularly to those students who have ability but manifest no desire to study or who demonstrate chronic truancy.
6. Students with Individual Educational Plans will move between grades according to the progress shown on their plan.
7. Parents may discuss decisions flowing from these standards with the Administration. The decision of the Administration on such matters will be final.

### **Notification Procedures**

1. In order to be promoted, the student must satisfactorily complete his/her basic grade requirements and/or have the recommendation of the principal. Early communication to parents regarding student progress is required and shall precede any notice of retention.
2. Principals considering the retention of a student shall inform the parents in writing of the possibility no sooner than January 1, nor later than April 15.

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**IKE-PROMOTION & RETENTION POLICY****Instruction****Date of Adoption: March 6, 1989****Date of Revision: December 18, 2000  
February 14, 2008**

3. A final recommendation of retention will be made in writing by the principal.
4. Parental consent is not necessary when a student is retained, provided that **both** the student's teacher(s) and principal support the retention.
5. Parents wishing to appeal a retention recommendation may do so to the Superintendent or the Superintendent's designee.

**M.S.A.D. #40 Promotion and Retention Policy 9-12**

1. A student needs to attain six (6) credits to become a sophomore, twelve (12) credits to become a junior, and eighteen (18) credits to become a senior. A student not achieving these credits will be retained in the current grade.
2. If the four-year attendance requirement has been waived for a student by the Building Administrator, the student will be eligible to graduate with the senior class.

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**IKE-PROMOTION & RETENTION POLICY****Date of Adoption:** March 6, 1989**Date of Revision:** December 18, 2000  
February 14, 2008**Instruction**

**POST-SECONDARY ENROLLMENT OPTIONS**

The intent of this policy is to establish the requirements for student enrollment in post-secondary courses taken before high school graduation.

**Eligible Institutions**

Students may take courses at eligible post-secondary institutions within Maine, which include the University of Maine System, the Maine Community College System, and Maine Maritime Academy. Enrollment in courses offered at private colleges or other institutions may be considered on a case-by-case basis but in any event shall be the financial responsibility of the student requesting such attendance.

**Student Eligibility Requirements**

A student may take no more than one course per semester and two courses per academic year.

A student must meet the following criteria prior to enrolling in a post-secondary course:

- A. Have a minimum of a "B" or 3.0 average in his/her courses overall;
- B. Meet the course admission standards of the eligible institution;
- C. Provide evidence in writing of parent/guardian approval for taking the course; and
- D. Obtain approval from the principal and guidance counselor.
- E. If the proposed course is to be accepted for high school graduation credit, the student must meet with his/her guidance counselor to develop a plan describing how the course will help the student meet graduation requirements in order to obtain approval.

**Exceptions to Eligibility Requirements**

A student enrolled in grade 11 or 12 who does not meet the "B" or 3.0 average in his/her courses overall is eligible to take a post-secondary course provided that he/she:

- A. Has been assessed and received a recommendation to take the course from the school administration; and
- B. Has been approved for enrollment in the course by the eligible institution.

**Awarding of Credits**

The eligible institution shall grant full credit to any student who successfully completes a course. High school graduation credit for a course taken under this policy shall be awarded as follows:

- A. The course must meet for a minimum of one semester.
- B. The student must earn a passing grade in the course.
- C. Attendance must satisfy the instructor's requirements.
- D. If the above criteria are met, the student shall receive 1 high school credit for each course.

**Financial Assistance**

- A. The Maine Department of Education shall pay applicable tuition costs for any student enrolled in a course under this policy if the eligible institution requires tuition payment.
- B. The student and his/her parent/guardian are responsible for paying for all textbooks, course fees and transportation costs.

**School Unit Reporting Requirements**

The Superintendent shall ensure that information concerning post-secondary enrollment options is made available to parents and students.

Legal Reference: 20-A MRSA § 4771 et. seq.

## SELECTION OF INSTRUCTIONAL RESOURCES AND MATERIALS

### Definition of Instructional Materials

Instructional materials are those resources used in and out of class to further instruction. Instructional materials may include, but are not limited to, textbooks, films, video, DVD, audio, CD-ROM, computer materials and programs, lists of websites, newspapers, pamphlets, or posters.

### Objectives of Selection

RSU 40/MSAD 40 recognizes its responsibility to provide through the classroom and the library media centers, a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view, which will implement, enrich, and support the district's educational program.

To this end, the Board of RSU 40/MSAD 40 reaffirms and asserts that it is the responsibility of the school:

- A. To provide materials that will enrich and support the curriculum taking into consideration the varied interests, abilities, and maturity levels of the students served;
- B. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- C. To provide a background of information which will enable students to make intelligent judgments in their daily life;
- D. To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical analysis of all media;
- E. To provide materials representative of the many religious, ethnic, and cultural groups and their contribution to our American heritage;
- F. To place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the students, faculty, and staff of MSAD # 40

### Responsibility for Selection of Learning Materials

The RSU 40/MSAD 40 Board of Directors is legally responsible for all matters relating to the operation of the schools.

The Board delegates the authority to select educational materials to the Superintendent working together with the professionally trained staff. The Board reserves the right to review and approve all such materials. The adoption of new district wide curriculum programs will be presented to the Board for approval.

Selection of Materials for the schools may involve input from many people: Directors, principals, teachers, students, and community members. The responsibility for the coordination of the selection of learning materials and the recommendation for purchase rests with the professionally trained staff.

### **Criteria for Selection**

The needs of RSU 40/MSAD 40 based on knowledge of the curriculum and of the existing collection are given first consideration.

Materials for purchase are considered on the following basis: overall purpose, timeliness or permanence, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, reputation of the publisher, producer, reputation and significance of the author, artist, composer, producer, etc., and format and price.

Gift materials are judged by the same standards and are accepted or rejected by those standards. Multiple copies of outstanding and much in demand materials are purchased as needed. Worn/missing standard items are replaced periodically. Out-of-date/no longer useful materials are withdrawn from the collection.

### **Procedures for Selection**

In selecting the materials for purchase, evaluation is made of the existing collection, consulting reputable, unbiased, professionally prepared selection aids and specialists from all departments.

Whenever possible, purchase of non-print materials will be made only after personal evaluation by the professional staff. Reviewing aids may be used in lieu of personal evaluation. Books and other print items should be purchased only if favorably reviewed in one or more of the selection aids or if they have been personally reviewed.