

PROGRAM OF STUDIES

2018-2019



GREENVILLE
CONSOLIDATED SCHOOL



Mission Statement

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

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

The **Program of Studies** has been prepared to assist you in planning your academic program through your four high school years at Greenville Consolidated School. Although all efforts are made to provide the most current information, changes in policies and procedures in the upcoming year may not be reflected in this publication.

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

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

REQUIREMENTS FOR A GREENVILLE CONSOLIDATED SCHOOL DIPLOMA – CLASSES OF 2019 & 2020

Credit Requirements: Twenty-two credits are required for graduation from Greenville Consolidated School. Greenville Consolidated School mandates the following 15 credits:

SUBJECT	# of credits	
English	4	
Social Studies	2	
Math	2	
Science	2.5	(To including 1.5 credit of lab science)
Math/Science	2	(additional based on future aspirations)
Fine Arts	1	
Health	½	
Physical Education	1	(Two separate classes worth ½ credit each)

REQUIREMENTS FOR A GREENVILLE CONSOLIDATED SCHOOL DIPLOMA - CLASS OF 2021

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

- A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results:
 - English Language Arts
 - Mathematics
 - Science and Technology
 - Social Studies

- B. Students need to complete local requirements in the following content areas of the Learning Results:
 - World Languages
 - Health and Physical Education
 - Fine Arts

- C. Exposure to the cross content performance standards set forth in the Guiding Principles of the Learning Results.
- D. Earn a minimum of 22 educational experiences/credits with the following distribution: (Note: The terms “experiences” and “credits” will be used interchangeably)

SUBJECT	# of experiences	
English	4	
Social Studies	3	
Math	3	
Science	3	(To including 1.5 credit of lab science)
Fine Arts	1	
Health	½	
Physical Education	1	(Two separate classes worth ½ credit each)
World Languages	2	(Two years of the same language)

Please note that these are the required courses, which total 17.5 credits. The remainder credits will be elective credits, which will be a combined minimal total of 22 credits for graduation. Students will have the ability to receive high school credit in two separate areas, if they have successfully completed Algebra I and World Language in 8th grade. Depending upon your postsecondary plans, your student should choose the optimum number of credits and

academic courses to meet expectations of either four or two year colleges, or employers. The worksheet provided on the last page will help students and parents make appropriate plans for their four high school years at Greenville. **Please also note that it is a requirement that each student complete a minimum of 20 hours of community service.**

REGISTRATION INFORMATION - COURSE LOAD REQUIREMENTS

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

Grade 9.....six credits
Grade 10..... six credits

Grade 11..... five credits
Grade 12..... five credits

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

POLICY ON SCHEDULE CHANGES

Schedule changes will only be made for the following reasons:

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

ADD/DROP PERIODS

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

INTERVENTION PROGRAM

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

MAINE EDUCATIONAL ASSESSMENT - SAT

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

POSTSECONDARY PLANNING

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

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

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

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

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

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

A minimum of:

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

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

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

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

FOUR-YEAR HIGH SCHOOL WORKSHEET

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

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

ACADEMIC ADVANCEMENT

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

To be a Sophomore.....6 credits To be a Junior12 credits To be a Senior 17 credits

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

INCOMPLETE GRADES

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

WITHDRAWAL GRADES

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

EARNING CREDIT THROUGH OUTSIDE PROGRAMS

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

Outside credit may be earned through Adult Education, a post-secondary institution such as the University of Maine at Augusta, AP4All, Academ-e or any other postsecondary or approved on-line school, if the following conditions are met:

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

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

- Grades for outside credit are only added to the transcript after the class is completed, and the guidance office receives official notification of the grades by means of an official transcript. It is the student's responsibility to first obtain the transcript from the school and then deliver it to the Guidance Director with the intent to add to his/her Greenville transcript.

GREENVILLE ADULT & COMMUNITY EDUCATION

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

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

Students who are at least 17 years old may transfer their entire educational program to Greenville Adult Education, following a meeting with their parent(s), school counselor, Principal, and Adult Education counselor. Adult Education students who complete their program will receive a Greenville Adult Education diploma.

OPPORTUNITIES FOR COLLEGE CREDIT/ADVANCED PLACEMENT

Advanced Placement Courses (AP) are offered in World History, U.S. History, English (Language and Composition and Literature and Composition), Psychology, Physics, and Art.

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

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

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

HONOR ROLL

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

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

SENIOR PRIVILEGES & NHS PRIVILEGES

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

HONOR PARTS AT GRADUATION

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

Example of a calculation:

<u>Course</u>	<u>Grade</u>	<u>Credit</u>	<u>Average</u>	<u>Grading System</u>
English	94	1	94	
US History	93	1	93	A = 93-100
Fine Arts	96	½	48	B = 85-92
Physical Ed	98	½	49	C = 76-84
Physics	97	1	97	D = 70-75
Algebra 2	88	1	88	F = below 70
TOTAL		5	469	469/5=93.8 GPA

WEIGHTED COURSES - RANK IN CLASS

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

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

Students that transfer into Greenville Consolidated School will only be added to the ranks if/they enroll prior to the beginning of their senior year.

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

AP Psychology
AP World History
AP U.S. History
AP Art 2D Design Portfolio
AP Language and Composition
AP Literature and Composition
AP Physics
Anatomy and Physiology
Honors Chemistry
Honors US History 1
Honors US History 2
Honors English 9
Honors English 10
Honors English 11
Honors English 12
Honors Algebra 1
Honors Algebra 2
Honors Geometry
Honors Pre-Calculus
Honors Calculus
Honors Statistics

PROGRAM DEFINITIONS

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

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

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

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

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

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

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

COURSE OFFERINGS FOR 2018-2019

ENGLISH

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (1 credit): This class can be taken in place of the third year High School English class, American Literature, for students who want to challenge themselves and potentially earn college credit. In accordance with the College Board's *AP English Course Description*, the AP English Language and Composition course involves students in becoming skilled readers of non-fiction written in a variety of periods, disciplines, and rhetorical contexts and in developing skills as writers. The students' writing and reading help make students aware of the interactions among a writer's purposes, audience, and context as well as the way use of conventions, figurative language, syntax and diction contribute to effectiveness in writing. This course has the expectation that students will write in a variety of forms—narrative, exploratory, expository, argumentative—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. Our overarching goal is to enable students to write more effectively and confidently in high school, in their college courses across the curriculum and in their professional and personal lives. **Offered every other year (Offered again in 2019).**

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

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

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

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

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

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

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (1 credit): This class can be taken in place of the fourth and final year high school English class, British Literature, for students who want to challenge themselves and potentially earn college credit. This course is designed to engage students in careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and engage their readers in order to accomplish their purpose in writing. As each student reads these works, they consider the structure, style and themes, as well as elements including the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading, unlike most ephemeral works in popular genres such as detective or romance fiction. **Offered every other year (Offered 2018).**

DIGITAL LITERACY 4 (.5 credit): Digital Literacy is a structured course for students in grades 9-12 to assist them in becoming more proficient in using technology-based applications and online tools to enhance writing, research, and presentation styles. This course is broken down into five units of instruction; Digital Citizenship (digital citizen vs. native, digital footprints, social media use, plagiarism, paraphrasing, citations, copyright and fair use), Informational Inquiry (online graphic organizing and bookmarking, digital databases, website evaluation and navigation, accessing print and non-print multimedia materials, presentation formatting), Argumentative Focus (topic selection, locating/analyzing/evaluating relevant and reliable sources, crafting an opposing side with supporting evidence, communicating findings), Investigative Journalism (crafting reader responses from online news, writing and using the four characteristics of journalism; accuracy, completeness, efficiency, and precision, writing fast-track articles) and Life Narratives (crafting themed reflections and focused personal stories using; sensory details, descriptive writing, sophisticated vocabulary and word choice, characterization, tone, voice, sequence of events, and transitional movement within). Students are graded through formative assessments (quizzes, homework assignments, in-class work, first copies, peer edit copies, etc.), summative assessments (final projects, final copies of papers, presentations, etc.), and Habits of Work (based on the Guiding Principles).

MATHEMATICS

INTEGRATED MATH 1 (1 credit): Topics covered include a review of signed number operations, solving two step algebra equations, two and three dimensional geometry, polynomial operations, linear functions, basic statistics and independent and dependent probability.

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

INTEGRATED MATH 2 (1 credit): Topics build on the lessons covered in Integrated Math 1. Algebra concepts include function transformations, solving and graphing inequalities, systems of equations, and factoring quadratics. Geometry concepts include parallel lines, similar/congruent triangles, and quadrilaterals. Statistics and probability include permutations, combinations and compound event probability.

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

INTEGRATED MATH 3 (1 credit): Topics again build on previous years. Algebra concepts include factoring polynomials and solving absolute value equations. Graphing calculators are used to find zeros of polynomial functions. Geometry concepts include proofs, constructions, right angle trigonometry, and circles. Statistics and probability are extended to include z-scores and the normal curve.

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

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

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

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

WORLD LANGUAGES

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

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

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

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

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

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

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

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

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

SCIENCE

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

COLLEGE PREP LAB BIOLOGY (1.5 credit): Lab Biology is a life science course focusing on the major topics of biological principles, cells, genetics, evolution and ecology. This class will be conducted through a variety of methods such as lectures, activities, discussions and group and individual labs and projects that will take place both inside and outside the classroom.

ANATOMY AND PHYSIOLOGY (1 credits): This class will consist of the study of anatomy, the study of the structures of the human body as well as their relationships with each other and the study of physiology, the study of the functions of each part on its own along with the function within each system. This course begins with how the body is organized and then a closer look into how the systems of the human body work together to provide support and movement, integration and coordination, transportation of energy and materials as well as absorption and excretion. We will end the course with the human life cycle and directions of several species. **PREREQUISITE: Freshman Science and Lab Biology**

COLLEGE PREP CHEMISTRY (1.5 credit): This class will prepare students for a college level chemistry course. The main objectives are to introduce the major topic of chemistry, have students make connections between content and data collected in labs, and learn how to communicate scientific information through writing and public speaking. Class time is devoted to direct instruction, individual and group practice of learned skills and laboratory experiences. **PREREQUISIT: Lab Biology**

HONORS CHEMISTRY (1.5 credit): This class will prepare students for a college level chemistry course. Assignments, rigor and expectations are always high with Honor level classes. The main objectives are to introduce the major topic of chemistry, have students make connections between content and data collected in labs, and learn how to communicate scientific information through writing and public speaking. Class time is devoted to direct instruction, individual and group practice of learned skills and laboratory experiences. **PREREQUISIT: Lab Biology**

HONORS LAB PHYSICS (1.5 credit): In this course, students will explore the major topics of physics, including motion, forces, work, energy, waves, light, electricity, and magnetism. We will then begin an investigation into the way in which Physics is used in the real world with a series of engineering problems. This class will be conducted through a variety of methods such as lectures, labs, discussions and group and individual projects. **PREREQUISITE: Freshman Science, CP Chemistry, Algebra 2 (preferred).**

ADVANCED PLACEMENT PHYSICS (1.5 credit): The Advance Placement Physics 1 is an algebra-based course in general physics. The content is determined by the College Board. It is equivalent to an introductory, algebra-based, university level physics course. The course will be covered over 4 quarters. The focus of the course is the understanding and use of the concepts, skills, and formulas in order to solve problems, both on paper and in a laboratory environment. **PREREQUISITE: Completion of Algebra 2. Offered Every other year: Not offered 2018-2019.**

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

INTRODUCTION TO ENGINEERING (.5 credit): The course will be framed around Lego Robotics, 3D Printing, JavaScript and HTML computer programming, and the operation and maintenance of drones. Students will learn how to use Engineering to solve a variety of problems and will incorporate technology into their solutions at all levels. We will also be pairing with the fourth graders as mentors to assist in their robotics project.

SOCIAL STUDIES

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

- The culture of early humans and river valley civilizations
- The development and impact of the Roman Empire
- The foundation of major religions, their belief systems and practices
- The development of Europe from the Middle Ages through the Reformation
- European exploration and cultural exchange
- Absolute Monarchy and the Case Study of France
- The far-reaching impact of European imperialism
- The tragedy of 20th century genocides

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

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

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

- To understand how the different people groups and cultures have interacted with each other and how that has made us the nation we are today.

- To understand the process by which the American colonies developed into a nation
- To understand the development and growth of American ideologies in the forms of politics, religion, social issues and other aspects of culture. A special emphasis is placed on studying American Government and the Constitution.
- To understand the reasons for wars, how they played out and the effects that they had on the U.S.
- To understand the American approach to national growth and expansion

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

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

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

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

PREREQUISITE: U.S. History 1. (*Offered every other year; Will be offered in 2018-2019*) *This class would replace and fulfill the requirement of US History 2.*

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

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

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

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

ADVANCED PLACEMENT WORLD HISTORY (1 credit): This course studies the history of the world, divided into six separate time periods:

- Period 1: 8,000 BCE to 600 BCE
- Period 2: 600 BCE to 600 CE
- Period 3: 600 CE to 1450 CE
- Period 4: 1450 CE to 1750 CE
- Period 5: 1750 CE to 1900
- Period 6: 1900-Present

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- The goal, in preparing for the AP World History Exam, is to learn world history through the lens of five major themes:
 1. Interactions between humans and the environment (ENV)
 2. Development and interaction of cultures (CUL)
 3. State building, expansion and conflict (SB)
 4. Creation, expansion and interaction of economic systems (ECON)
 5. Development and transformation of social structures (SOC)
- The course will also seek to develop in student's two disciplinary practices and four reasoning skills.
- The two skills to be developed will be: 1.) Analyzing historical evidence, and 2.) Argument development.
- The four reasoning skills to be developed are:
 - 1.) Contextualization, 2.) Comparison, 3.) Causation, 4.) Continuity and Change over Time

(Offered every other year; Will not be offered in 2018-2019)

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

ADVANCED PLACEMENT PSYCHOLOGY (1 credit): The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses. **PREREQUISITE: Psychology** *(Offered every other year; Will not be offered in 2018-2019)*

PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION (.5 credit): Exploration of movement and fitness principles for life. Focus is differentiated by grade level and developmental readiness. Grades 9-12 are focused on lifelong activities and outdoor recreation for life.

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

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

VISUAL AND PERFORMING ARTS

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

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

PREREQUISITE: Art 1.

3D ART (.5 credit): In this class students learn the basics of creating a three-dimensional work of art out of several kinds of materials including and not limited to cardboard, heavy paper, paper mache, foamcore, Styrofoam, clay and found materials, both natural and manmade. The making of sets and objects for the annual musical can also be done in this class from January to March. Students will learn different ways of constructing their ideas always starting with a preliminary drawing to show their plans. Students must show more complex critical thinking during the process of construction. These projects will sometimes be decorated with paper, fabric or paint. In clay construction students will learn how to use coils and slabs to create sculptures. **PREREQUISITE: Art 1.**

ADVANCED PLACEMENT ART 2D DESIGN PORTFOLIO (1 credit): This is a college level class. Students should be self-motivated and ready to challenge themselves at a high level! They must have the ability to use varied media and know the Principles and Elements of Art. These students must also be able to come up with original ideas and not do copy work. Prerequisites are Art 1 and 2 or a portfolio showing ability for a college level art course. This portfolio can be used to apply to art schools. **PREREQUISITE: Art 1 and Art 2**

BAND (.5 credit): High School Band is an ensemble course. The focus is combining instrumental skills, technically and interpretively, rendering repertoire from various genres and eras. A continued study of music theory accompanies development of interpretive affectations such as Jazz articulation and "swing feel". Students are assessed, primarily on their application to the development of selected repertoire related to seasonal concerts. These pieces and events provide ample opportunity for the demonstration of these standard-aligned skills. Further aligned standards/skills are developed and honed by formation of and involvement in small ensembles which support composition, human relations and time management proficiency.

CHORUS (.5 credit): High School Choir is an ensemble course. The focus is combining vocal and performance skills, technically and interpretively, rendering repertoire from various genres and eras. A continued study of music theory and public performance accompanies development of interpretive and artistic affectations such as stage presence, coordinated movement, jazz harmony and "swing feel". Further aligned standards/skills are fostered and developed by formation of, and involvement in, small ensembles which support musical composition, human relations and time management proficiencies. These ensembles will include instrumental students and occasionally students from other content areas (e.g. English Lit. students in the Civil Rights Program). Students are assessed, primarily on their application to the development of selected repertoire related to seasonal concerts. These pieces and events provide ample opportunity for the demonstration of these standard aligned skills.

GUITAR 1 (.5 credit): G1 is comparable to "Class Piano" taught in high school or college. Individuals within the class play the same material, and at the same time, giving the feeling of ensemble participation but providing individual growth along a common curricular track. Students become familiar with the parts and functions of the guitar, its place in an ensemble, strumming to support musical style, "Chords" and their relationships to one another. A cursory introduction to Guitar Tablature is also included. Repertoire is based on folk tunes- music of the "Guitar Era" and contemporary selections. Students are assessed, primarily on their application to the development of selected repertoire related to seasonal concerts. These pieces and events provide ample opportunity for the demonstration of these standard aligned skills.

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

JOBS FOR MAINE'S GRADUATES

JOBS FOR MAINE'S GRADUATES (JMG): (1 credit): This program emphasizes the following: Personal, educational and career pathways and opportunities; improved academics; connectedness to school; self-esteem and outlook.

JMG's curriculum includes career development, job attainment, job survival, leadership, self-development and personal skills. Throughout the school year, JMG Specialists engage students in a variety of group activities, community service projects and social awareness events. Specialists provide guidance and mentoring for all students enrolled in the program, and also stay in touch with students for a full year after graduation to help with the transition between high school and their postsecondary goals. Students may choose to be part of the JMG program for multiple years of high school. All students participate in JMG's student-led organization, the Career Association. Career Association members elect officers to be leaders of the program. This student leadership and membership motivates and prepares students for a successful high school experience, continued education, and a meaningful career.

WORK STUDY

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

TEACHER ASSISTANT

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

SPECIAL EDUCATION PROGRAMS

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

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

GENERAL (GEN) ACADEMICS:

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

TRI-COUNTY TECHNICAL CENTER

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

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

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

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

COMPUTER SYSTEM REPAIR PROGRAM(3 CREDITS): This program is designed to provide students with the basic skills to repair, maintain, design, and set up computer and basic home/small office network systems. The skills taught include diagnosing issues with PCs and upgrading personal computers, printers and other system components. Students completing this course will be prepared to test for certification in the A+ classification. To complement and increase rigor, students will also be expected to take part in a software coding curriculum. Students will use a variety of materials and methods to learn how to program computer software, including basic video games and animations. Students will be exposed to Java, HTML5, CSS, and iOS coding and they will use curriculum materials and applications to create their own original games. **Outcomes:** Competency Certificate, Skill Profile, NOCTI Competency Exam, Certificate, A+ Certification, various badges and exposure/competency levels in coding.

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

CULINARY ARTS PROGRAM(3 CREDITS): The Culinary Arts Program prepares students for work in the restaurant management/hospitality industry. Students learn the skills of operating a full service restaurant, which includes front of the house management, line cook, prep cook, dishwasher, a full service commercial bakery, and a part-time catering service. Students are given many real-life work opportunities by participating with various banquets, luncheons, and events. Food preparation, knife skills, sanitation procedures, presentation, and food service management are taught as well. Students learn to work in a teamwork atmosphere and are required to participate in all areas of the Culinary Arts program. They learn

how to organize their work area and develop a clean-as-you-go approach to assigned tasks in the Culinary Arts kitchen. In addition, students learn extra skills such as how to carve pumpkins, make gingerbread houses, and prepare edible art with fruits and vegetables. Students explore and are encouraged to pursue post secondary education and work placement in the Culinary Arts and Hotel/Restaurant Management fields. **Outcomes:** Competency Certificate, Skill Profile, NOCTI Certificate, and National Sanitation ServSafe Certification.

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

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

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

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

Requirements For A Greenville Consolidated School Diploma

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

Academic Preparation Chart

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

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

FRESHMEN YEAR

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

Credits: _____

SOPHOMORE YEAR

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

Credits: _____

JUNIOR YEAR

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

Credits: _____

SENIOR YEAR

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

Credits: _____