

GRADUATION REQUIREMENTS

RSU 2 has implemented a proficiency based system of learning. To be awarded a high school diploma from RSU 2, students graduating will need to demonstrate proficiency in the eight content areas identified in Maine's system of Learning Results, meet the cross content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional graduation requirements set by the School Committee.

The Superintendent, through the high school principal or other 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 year of school. A copy of this policy will be disseminated to all incoming ninth year students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

The School Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The School Board is aware that current law and regulations are subject to change.

The School Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

RSU 2's educational program will be designed to enable students to satisfy graduation requirements through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results. Students may also opt to pursue a high school diploma through multiple additional pathways.

Students will:

- A. Engage in educational experiences in the content area of English Language Arts in each year of their high school program, and demonstrate proficiency through at least the following:
 - Language: Conventions: Punctuation through step 9
 - Language: Conventions: Sentence Structure through step 8
 - Language: Conventions: Spelling through step 9
 - Language: Foundations: Writing Letters through step 1
 - Reading: Foundational Skills: Fluency through step 1
 - Reading: Foundational Skills: Print Concepts through step 2
 - Reading: Foundations: Phonics through step 2
 - Reading: Foundations: Phonological Awareness through step 1

Reading: Foundations: Word Recognition through step 1
Reading: Informational: Craft and Structure: Author's Purpose through step 7
Reading: Informational: Craft and Structure: Structure through step 8
Reading: Informational Text: Cross Text Synthesis through step 6
Reading: Informational: Key Ideas and Details: Central Idea through step 6
Reading: Informational Text: Supporting Thinking with Evidence through step 7
Reading: Literature: Craft and Structure Point of View through step 5
Reading: Literature: Craft and Structure: Plot through step 5
Reading: Literature: Key Ideas and Details: Characters through step 5
Reading: Literature: Key Ideas and Details: Theme through step 5
Reading: Literature: Literacy Elements through step 3
Reading: Narratives: Summarizing through step 5
Reading: Narratives: Supporting Thinking with Evidence through step 5
Writing: Research: Research Process through step 6
Writing: Types and Purpose: Informative/Explanatory through step 11
Writing: Types and Purpose: Narratives through step 11
Writing: Types and Purpose: Opinion/Argument through step 10

- B. Engage in educational experiences in the content area of Mathematics in each year of their high school program, and demonstrate proficiency through at least the following:

Algebra: Building Functions through step 2
Algebra: Expressions, Equations, and Inequalities through step 17
Algebra: Foundational Algebra through step 5
Algebra: Interpreting Functions through step 9
Geometry: Attributes and Properties through step 19
Geometry: Coordinate Systems through step 7
Geometry: Measurement through step 15
Number and Quantity: Number Systems through step 9
Number Sense: Counting and Cardinality through step 9
Number Sense: Fractions, Decimals, and Percents through step 20
Number Sense: Place Value through step 7
Operations: Addition and Subtraction through step 13
Operations: Multiplication and Division through step 9
Statistics and Probability: Data Analysis through step 16
Statistics and Probability: Probability through step 6
Tools of Measurement: Measurement through step 8
Tools of Measurement: Money through step 3
Tools of Measurement: Time through step 4

- C. Engage in educational experiences in the content area of Science and Technology in each year of their high school program, and demonstrate proficiency through at least the following:

Earth and Space: Atmosphere and Weather through step 8
Earth Science: Composition and Structure of the Earth through step 8
Earth Science: Universe through step 10
Energy: Waves through step 7
Life Science: Biodiversity and Evolution through step 9
Life Science: Cells and Organisms through step 11
Life Science: Environmental Science through step 9
Life Science: Heredity and Reproduction through step 9
Life Science: Human Body through step 12
Physical Science: Electricity and Magnetism through step 6
Physical Science: Forces and Motion through step 9
Physical Science: Heat Energy through step 2
Physical Science: Matter through step 9
Physical Science: Mechanical Systems through step 5

- D. Engage in educational experiences in the content area of Social Studies and demonstrate proficiency through at least the following:

Culture: Awareness and Understanding through step 4
Culture: Technology and Innovation through step 1
Culture: Wabanakis of Maine through step 1
Economics: Functional Economics through step 4
Economics: Personal Economics through step 4
Geography: Maps & Tools through step 5
Geography: US regions through step 1
Geography: World Geography through step 4
Government & Civics: Citizenship through step 2
Government & Civics: Leadership through step 1
Government & Civics: US/Maine Constitution through step 4
History: Comparative Government through step 1
History: Religion, Diversity, Identity through step 1
History: Transformation & Revolution through step 2
History: War & Diplomacy through step 2
US History: Maine Immigration through step 1

[THE FOLLOWING SECTION FOR FINE ARTS PRESENTLY INCLUDES VISUAL ARTS. PERFORMING ARTS WILL BE AN ITEM FOR DISCUSSION.]

- E. Engage in educational experiences in the content areas of Fine Arts and demonstrate proficiency through at least level 08, and either Visual Arts or Performing Arts and demonstrate proficiency through the following:

Connecting: Deepening Understanding through step 10*

Connecting: Making Meaning through step 10*
Creation: Investigate, Plan, Make: Life Skills through step 10*
Creation: Investigate, Plan, Make: Personal Relevance through step 10*
Creation: Investigation: Communication through step 3*
Creation: Investigation: Experimentation through step 10*
Creation: Investigation: Responsibility through step 4*
Creation: Reflect, Refine, Continue: Persistence through step 10*
Presenting: Considerations through step 10*
Responding: Criticism through step 10*

- F. Engage in educational experiences in the content area of World Languages and demonstrate proficiency through at least the following:

Interpersonal Communication through step 2
Interpretive Listening through step 4
Interpretive Reading through step 5
Presentational Speaking through step 4
Presentational Writing through step 5

- G. Engage in educational experiences in the content area of health and physical education experiences and demonstrate proficiency through at least the following:

Gender Issues through step 3
Health Concepts: Consumer Health through step 4
Health Concepts: Growth and Development through step 7
Health Concepts: Nutritional Health through step 16
Health Concepts: Personal Health/Healthy Habits through step 6
Health Promotion and Risk Reduction: Safety and Accident Prevention through step 9
Interdependence Domains of Health: Decision Making through step 4
Interdependence Domains of Health: Goal Setting through step 4
Interdependence Domains of Health: Hierarchy of Human Needs through step 7
Mental Health: Mental Health Issues through step 5
Mental Health: Stress through step 7
Personal Health: Addiction and Addictive Substances through step 20
Personal Health: Nutrition through step 1
Personal Health: Personal Safety through step 2
Personal Safety: Technological Health through step 4
Sexual Health: Risky Behaviors through step 7
Social Health: Communication Skills through step 4
Social Health: Conflict Resolution through step 6
Social Health: Relationship Skills through step 7
Movement/Motor Skills and Knowledge: Motor Skills through step 23
Movement/Motor Skills/Knowledge: Stability and Force through step 3

Personal and Social Skills and Knowledge: Cooperative Skills and Responsible Behavior through step 10

Personal Fitness through step 1

Physical Fitness Activities and Knowledge: Fitness Activity through step 3

Physical Fitness Activities/Knowledge: Health-Related Fitness through step 11

H. Demonstrates proficiency in a Capstone project during the student's final year in school.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

A student with a disability, as identified in 20-A MRSA §7001(1B), who achieves proficiency as required in 20-A MRSA §4722-A(1), as specified by the goals and objectives of the student's individualized education plan (IEP) will be awarded a diploma. High schools shall accept the Individual Education Team's determination of graduation requirements for a student with a disability as written in the student's Individual Education Plan.

Legal Reference: Title 20-A M.R.S.A., Section 4722; Department of Education Regulations, Chapter 127.11, C; 127

Cross Reference: IKFA – EARLY GRADUATION

Legal Reference: Maine Special Education Regulations, 1015.3

First Reading: 10/1/15; Revision

Approved: 12/3/15; Revision approved 10/5/17; 11/1/18