

Maranacook Community High School



Program of Studies 2020 – 2021 (9th Grade)



Dear Maranacook Families,

This publication outlines the courses we will offer for the 2020-21 school year and the required standards for graduation. Please read this document carefully so that you can make informed decisions for next year and beyond.

COURSE OFFERINGS. Each year the guidance department along with school administration and department leaders reviews our course offerings in order to best serve student needs and interests. We are so proud of the offerings we have added over the past few years including over 100 credits of dual enrollment, cutting edge robotics courses and challenging fine arts courses as well as numerous academic and behavior supports. As you read, please keep in mind it is possible not all the courses listed will be offered, depending on scheduling and enrollment.

GRADUATION REQUIREMENTS. Please make sure that you are planning your progress toward graduation. To ensure that students have a well-rounded education and to meet state requirements, we have a range of graduation requirements. These are outlined in the “Academic Requirements” section. These requirements include course credits and demonstration of achievement of the Maine Learning Results.

Our incredible Guidance Department is here to support you with planning your progress through high school. If you have any questions, please contact your School Counselor for clarification.

Kim Ray – Guidance Director/School Counselor (A-K)
Sara Chisholm - School Counselor (L-Z)
Christine Tamborini – Guidance Administrative Assistant

MAKE IT COUNT. We will do anything we can to support you while you’re at Maranacook to help you reach your goals, but remember at the end of the day the person most responsible for your success is you. You need to show up at school each day with a positive attitude, ready to work your hardest. Hard work will take you anywhere you want to go in life. Please don’t sell yourself short by missing school or not giving school your best effort. We believe in you! We offer an extraordinary range of programs and resources here at MCHS. Our hope is that every student will find a place where they feel challenged and supported.

Sincerely,
Dwayne Conway, Principal
Tina Brackley, Assistant Principal

Maranacook Community High School
2250 Millard Harrison Drive, Readfield, ME 04355
Telephone: 685-4923 Fax: 685-9597

DIRECTORY

Principal	Dwayne Conway	Ext 1022
Assistant Principal	Tina Brackley	Ext 1040
Student Services Director	Brant Remington	Ext 1045
School Counselor (Last Names A-K)	Kimberly Ray	Ext 1070
School Counselor (Last Names L-Z)	Sara Chisholm	Ext 1048

Guidance Services

The school counselors provide counseling programs in three domains: academic achievement, career planning, and personal/social development. Our services help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction. An effective counseling program is important to our school climate and crucial element in improving student achievement and well-being. Above all, school counselors are student advocates who consult and collaborate with teachers, administrators, and families to help students be successful. The Guidance office is available to assist students in making course selections and career and post-secondary plans. Students and parents are encouraged to make an appointment to discuss any concerns with one of the school counselors.

Report Card & Progress Reports

A report card is mailed home each semester. A progress report is mailed home at the halfway point of each semester. The district uses PowerSchool as its electronic grading system. Grades can be accessed by staff, students and parents on PowerSchool throughout the school year. Please contact the front office for assistance with passwords and logins. Parents are encouraged to contact teachers with any questions or concerns about grades or grading.

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Courses in this Program of Studies will be offered depending on enrollment and budgetary support.

COURSE SELECTION INFORMATION

The academic program at Maranacook Community School includes a wide variety of courses. The courses students take in high school affect their options when they graduate. For this reason, we promote a four-year perspective on course selection for students and strongly encourage parental involvement. Parents and students should work with advisors and the guidance office to plan a four-year sequence of courses. We encourage parents and students to think about the recommended courses for various post-secondary opportunities.

Four Year Colleges – Most four year colleges require the following courses for admission, as well as a placement test to determine college readiness in writing, reading and math:

A minimum of:

English Four years of College Prep, Honors or Advanced Placement

Mathematics Four years of College Prep, Honors or Advanced Placement

Science Three years of College Prep or Honors

History Three years of College Prep, Honors or Advanced Placement

Foreign Language Two to three years of a Foreign Language in the same concentration

Two Year Community Colleges and/or Certificate Programs – Carefully check admission requirements for the program in which you are interested. Students may be asked to take additional tests as part of the admission process.

A minimum of:

English Four years of College Prep

Mathematics Three years of College Prep or Applied

Science Three years of College Prep or Applied

Employment – Students must complete all requirements for a Maranacook Community High School diploma to improve their chances of gainful employment.

- It is strongly recommended that students selecting this path attend the Capital Area Technical Center (CATC) during their junior and/or senior year. The CATC experience will help students to develop interests, aptitudes and skills that will enable them to more effectively compete in the workforce.

Academic Preparation Chart

<u>Subject</u>	<u>High School Diploma</u>	<u>Technical/Vocational College Preparation</u>	<u>Four Year College Preparation</u>	<u>Selective College Preparation</u>
English	4 credits	4 credits	4 credits	4 credits Honors/AP
Math	3 credits	3 credits	3+ credits	4 credits Honors/AP
Science	3 credits	3 credits	3+ credits	4 credits Honors/AP
History	3 credits	3 credits	3 credits	4 credits Honors/AP
Language	Recommended Not Required	Recommended Not Required	2 credits Minimum Same Language	4 credits Minimum Same Language
Fine Arts	1 credit			
Physical Education	1.5 credits			
Technology	.5 Credits			
Financial Literacy	.5 credits			
Health	.5 credits			
Electives	7 credits	Appropriate to Interest	Appropriate to Interest	Appropriate to Interest

MCHS Course Placement Recommendations for 9th Grade

ELA

	ELA MEA	NWEA	HOW Engagement Perseverance Preparedness	Teacher Recommendation
Accelerated (invited to apply)	780+	90%	3 in each area	As part of the application
Honors	770+	80% and above	3 in each area	yes
Transition Committee Decision	765-769	75-79%	3 in 2 areas 2 in 1 area	yes
CP	764 below	74% and below	any	NA

Social Studies

	ELA MEA	NWEA On Reading and Writing	HOW Engagement Perseverance Preparedness	Teacher Recommendation
Honors	770+	80% and above	3 in each area	yes
Transition Committee Decision	765-769	75-79%	3 in 2 areas 2 in 1 area	yes
CP	764 below	74% and below	any	NA
Applied	Teacher Recommendation			

Math

	NWEA	HOW	Other	
Geometry Honors	N/A	3s and 4s	Successfully completes HS Algebra 1 (either Honors or CP)	
Geometry CP	N/A	1s, 2s, and 3s	Successfully completes HS Algebra 1 (either Honors or CP)	High school teacher recommendation
Honors Algebra 1	85% and above	3s and 4s	Meets 8th grade algebra standards	
Transition Committee Decision	81%-84%			
HS Algebra 1	55%-80%	2s and 3s	Meets 8th grade algebra standards	
Transition Committee Decision	51%-54%			
HS Algebra 1 Part 1	50% and below	1s and 2s	Meets 8th grade algebra standards	*Needs two years to complete Algebra 1

Science

	ELA MEA	ELA NWEA	Math NWEA	HOW Engagement Perseverance Preparedness	Teacher Recommendation
Honors	770+	80% and above	85% and above	3 in each area	yes
Transition Committee Decision	765-769	75-79%	80-84%	3 in 2 areas 2 in 1 area	yes
CP	764 below	74% and below	36-79%	any	NA
Applied			35% and below	Recommended by Teachers	yes

REGIONAL SCHOOL UNIT NO. 38 GRADE PLACEMENT

The policy of the Regional School Unit No. 38 Board is to strive to provide an appropriate instructional program aligned with the Maine Learning Results in a progressive and sequential manner for every student. A student's placement will be determined on an individual basis by parent and staff recommendations. The array of credits/classes available to students shall be as comprehensive and varied as resources allow.

In all instances of possible retention or advancement, each decision will be made on an individualized basis. These decisions are made only after discussions have occurred between parents/guardians and school staff. At grade 9-12, guidance will assist with grade placement based on a student's recorded earned credits and standards met. (This applies to course selection at the high school)

If the issue of grade placement is not clear due to a student transfer or other circumstances, the principal shall be responsible for making the final decision on grade assignment after consultation with building staff, specialists, and parents.

Appeal: Parent/guardian will have 30 days to file an appeal with the principal, who will form a Hearing Committee composed of the principal, parent, teacher, and district administrator to hear the appeal. If still not satisfied, upon receipt of the decision, the parent/guardian will have 10 days to notify the superintendent. The superintendent will meet with the Hearing Committee and make the final placement decision. Parent/guardian will be notified of final placement decision. References:

IE-R, Retention Criteria Policy IKA, Student Assessment Revised: December 2, 2015 F:\POLICIES\IE Policy.doc Page 1 of 1 revised 11/09/15

Permission to Drop a Course:

Each student is required to carry a minimum of 6 courses or the equivalent each semester. Once a course has started, the student is expected to complete it. However, a limited add/drop period of two weeks is held at the beginning of each semester. To add or drop a course after the add/drop period, the student must meet with the school counselor to review the change.. ***Courses may only be dropped within the first two weeks of each semester.*** Exceptions may be requested in special circumstances through the school counselor, and approval may ultimately be granted by an administrator.

Maranacook Community High School
Course Expectations:

Honors:

Honors classes often offer the same curriculum as regular classes, but are tailored for higher achieving students. They cover additional topics, or some topics in greater depth.

Students who are successful at the honors level usually have the following profile:

- Are strong readers that are able to synthesize and analyze the material
- Are able to assimilate vocabulary
- Are able to think critically at an abstract level
- Are strong independent learners who are willing to take ownership of their learning
- Are skilled with time management and organizational strategies
- Are able to cover large amounts of material at a fast pace
- Are motivated to achieve academically at the highest level

College Prep:

Students will learn the essential concepts of a subject and explore materials related to the subject matter. This level requires significant independent work and homework completion.

Students who are successful at the college prep level usually have the following profile:

- Are a strong reader and have the ability to summarize and explain the material they have read
- Are able to infer, elaborate upon, and apply concepts
- Are able to work independently
- Are able to cover academic material at the teacher's pace

Applied

The emphasis will be on the practical and hands-on applications of the concepts. This level requires classroom work as well as homework.

Students who are best suited for the applied level usually have the following profile:

- Are more dependent learners and require greater teacher direction and instruction
- Are able to cover amounts of academic and material at a steady pace

CURRICULUM REQUIREMENTS

Policy: IKF

REGIONAL SCHOOL UNIT NO. 38 GRADUATION REQUIREMENTS

Before entering high school, students need to know the standards for receiving a high school diploma in order to plan an appropriate educational program to meet that goal.

RSU #38 is implementing a standards-based system of teaching and learning. To be awarded a high school diploma from Maranacook Community High School, students graduating in the Class of 2021 and beyond will demonstrate competency in content areas to be ready to enter a post-secondary educational program or a career as a clear and effective communicator, a self-directed and life-long learner, a creative and practical problem solver, a responsible and involved citizen, and an informed and integrative thinker, by earning credits as defined in this document.

Students graduating in the Classes of 2017-2020 must meet the credit and other graduation requirements as specified in the previous RSU #38 Graduation Requirements Policy dated March 3, 2005. (Attachment A)

The Superintendent, through the high school principal or other designee, shall be responsible for providing accurate information concerning graduation requirements to incoming students and their parents prior to the start of their ninth grade school year. 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 every edition of the high school student handbook.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

The Maranacook Community High School administration, faculty, and staff will develop and apply a set of graduation standards and performance indicators that align with the content-area standards of the Maine Learning Results.

The student must successfully complete a total of twenty-four (24) credits. They are:

1. English/Language Arts – 4 credits, or the equivalent in standards achievement;
2. Mathematics – 3 credits, or the equivalent in standards achievement;
3. Social studies – 3 credits, or the equivalent in standards achievement;
4. Science – 3 credits, or the equivalent in standards achievement;
5. Physical education – 1.5 credits, or the equivalent in standards achievement;
6. Fine arts – 1 credit, or the equivalent in standards achievement;
7. Health – .5 credit, or the equivalent in standards achievement;
8. Financial Literacy - .5 credit, or the equivalent in standards achievement;
9. Technology - .5 credit, or the equivalent in standards achievement; and
10. Electives – 7 credits

Total Credits: 24

II. MULTIPLE PATHWAYS FOR EDUCATIONAL EXPERIENCES

Students have the opportunity to choose from multiple pathways for educational opportunities and/or credits in order to gain and demonstrate competency in the required Maine Learning Results. In addition to taking courses offered by Maranacook Community High School, a student may earn credits through non-traditional pathways. Examples of non-traditional classes include, but are not limited to:

- Early college/dual enrollment courses

- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Community Service
- Exchange programs
- Independent study
- Alternative education/“At Risk” programming
- Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit’s own educational experience (course) offerings. If a student wishes to use one of these pathways, they must gain approval from the guidance department, content area learning leader, and principal.

III. STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

As specified by goals and objectives of their Individual Education Plan, students must meet the standards of the Maine Learning Results and students must satisfy graduation requirements in order to be awarded diplomas.

IV. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF STANDARDS-BASED DIPLOMAS

- A. Transfer Students: For students who transfer to Maranacook Community High School from another state or from an educational program that is not required to meet the content standards of the system of Learning Results, the Maranacook Community High School principal shall determine the value of the student’s prior educational experience towards meeting graduation requirements.
- B. Home-schooled Students: For previously home-schooled students wishing to receive a diploma from Maranacook Community High School, the Maranacook Community High School Principal shall determine the value of the student’s prior educational experience toward meeting graduation credit requirements. A home-schooled student must be a full time student at Maranacook Community High School for their senior year.
- C. Middle School Students: Middle school students who earn credit at Maranacook Community High School will be awarded content area credit towards graduation requirements.
- D. Early Awarding of Diplomas: A student who has met the State’s and the Board’s diploma requirements in fewer than four years of high school may be awarded a diploma.
- E. Substitutions/exceptions: Any substitution or exception to the local course requirements for graduation will require the approval of the Principal.
- F. Extended Study: Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student’s Individualized Education Plan.
- G. Participation in Graduation Ceremony: A student must complete all School Board requirements for a high school diploma in order to participate in graduation exercises.

Legal Reference: 20-A MRSA § 4502(8), 4722, 6209 Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHCDA – Post-Secondary Enrollment Options

Adopted: 03/03/05

Adopted by RSU #38 Board of Directors: 04/27/09 Revised: 06/07/17

Revised: 06/19/19

MARANACOOK COMMUNITY HIGH SCHOOL:

Core Values and Beliefs Statement and Student Expectations for Learning

The purpose of Maranacook Community High School is to create an environment where every individual can flourish academically and socially. Through respect, knowledge, and responsibility, the school community promotes character building, 21st century skill development, and personal fulfillment.

- Students will be responsible, trustworthy, and honest citizens and be effective, fair, ethical, and skilled collaborators.
- Students will be clear and effective communicators.
-
- Students will be creative and innovative learners.
- Students will be active, engaged, and motivated learners.
- Students will be rational, explorative, and creative problem solvers.

MARANACOOK COMMUNITY HIGH SCHOOL

Habits of Work Rubric (HOW)

	Exceeds the Standard 4	Meets the Standard 3	Partially Meets the Standard 2	Does Not Meet the Standard 1
Collaborative Worker MGP: B.7; C.4; C.6; D.1; D.4; D.5; D.6	ALWAYS... --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively	CONSISTENTLY.... --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively	SOMETIMES... --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively	RARELY... --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively
Quality Learner MGP: A.1; A.2, A.3; A.4; B.2; C.1; C.2; C.3; E.2; E.4	ALWAYS.... --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity	CONSISTENTLY.... --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity	SOMETIMES.... --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity	RARELY... --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity
Responsible Learner MGP: B.1; B.3; B.4; B.5; B.6; C.5; C.7; D.2; D.3; E.1; E.3	ALWAYS... --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period -- AND Completes 100% of practice assignments	CONSISTENTLY... --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period -- AND Completes at least 75% of a practice assignments	SOMETIMES... --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period -- AND Completes at least 50% of a practice assignments	RARELY... --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period -- Completes a practice assignment

MAINE GUIDING PRINCIPLES

A. A clear and effective communicator who:

1. Demonstrates organized and purposeful communication in English and at least one other language
2. Uses evidence and logic appropriately in communication
3. Adjusts communication based on the audience
4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

B. A self-directed and lifelong learner who:

1. Recognizes the need for information and locates and evaluates resources
2. Applies knowledge to set goals and make informed decisions
3. Applies knowledge in new contexts
4. Demonstrates initiative and independence
5. Demonstrates flexibility including the ability to learn, unlearn and relearn
6. Demonstrates reliability and concern for quality
7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds

C. A creative and practical problem solver who:

1. Observes and evaluates situations to define problems
2. Frames questions, makes predictions and designs data/information collection and analysis strategies
3. Identifies patterns, trends and relationships that apply to solutions
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
5. Sees opportunities, finds resources and seeks results
6. Uses information and technology to solve problems
7. Perseveres in challenging situations

D. A responsible and involved citizen who:

1. Participates positively in the community and designs creative solutions to meet human needs and wants
2. Accepts responsibility for personal decisions and actions
3. Demonstrates ethical behavior and the moral courage to sustain it
4. Understands and respects diversity
5. Displays global awareness and economic and civic literacy
6. Demonstrates awareness of personal and community health and wellness

E. An integrative and informed thinker who:

1. Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
2. Evaluates and synthesizes information from multiple sources
3. Applies ideas across disciplines
4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

DUAL ENROLLMENT OPPORTUNITIES

Maranacook Community High School is proud to offer Dual Enrollment opportunities for students to earn college credit through high school courses. Dual Enrollment classes are designated within the program of studies with the emblem of the college awarding the credits. At the beginning of each semester, students and parents must complete the application required by the college to earn college credit. **Being in the course does not automatically ensure credit.**

Maranacook also offers students the opportunity to earn an Associate's Degree while in high school through a partnership with Thomas College. Students apply to the Pathways Program at the end of their sophomore year in high school. Any questions regarding the program and how to apply can be directed to the student's school counselor.

The Dual Enrollment Handbook can be found on the Maranacook Website.

ENGLISH LANGUAGE ARTS

COURSE TITLE	LEVEL	LENGTH	PREREQUISITE
English 9	CP, Honors	Year	
English 9 Accelerated	Accelerated	Year	Invitation/Application
English 10	CP, Honors	Year	English 9 (Recommendation of Instructor)
English 11	CP, Honors	Year	English 10 (Recommendation of Instructor)
English 12	CP, Honors	Year	English 11 (Recommendation of Instructor)
Language & Composition AP	AP, DE	Year	Permission of Instructor
Literature & Composition AP	AP, DE	Year	Permission of Instructor
Creative Writing		Semester	
Writing Center Tutor		Year/Semester	Teacher Permission/Application
Monsters and the Undead (Offered every other year)		Semester	
Literature in Sports		Semester	
Public Speaking	DE	Semester	

Honors courses are for students who choose to work at an accelerated pace and pursue in-depth study. Students in these courses read more difficult materials, apply more abstract concepts and work at a faster pace. Prior summer reading and writing are required for entering these classes. At this level, students are expected to read independently at home. Students require a teacher recommendation to be placed in an honors level class.

College Prep courses help students master the language and composition skills needed to write clearly and effectively. In addition, students study literature and become familiar with various literary genres. As in all English courses, students work to improve their reading, writing, and thinking skills.

Course Name: English 9
Level: Honors, College Prep

Grade: 9
Credit: 1 English

Description: This course reinforces and strengthens students' language, composition and research skills. It is also a survey of various literary types such as novels, short stories, and drama. Students in honors courses are expected to achieve 3s on summative assessments, and students in college prep courses are expected to achieve 2s on summative assessments.

Course Name: English 9 Accelerated
Level: Accelerated
Prerequisite: Invitation/Application

Grade: 9
Credit: 1 English

Description: This course will move through the 9/10 ELA standards at an accelerated pace, condensing the 9th and 10th grade years into a single year. This course is invitation/application only, to be reviewed by the high school English department.

ENGLISH ELECTIVES

Course Name: Monsters and the Undead
Prerequisite: N/A

Grade: 9-12
Credit: 0.5 Elective

Description: Monsters and zombies are not just scary demons, beasts, and hordes of decaying flesh coming to get you. They also are symbols of our deepest cultural and societal fears. In this course, we will use a wide arrange of mediums and genres including literature, film, television, graphic novels, and video games. During this course, students will be creating their own creative pieces in the genre. **This course will be offered during the 2021-2022 school year.**

Course Name: Literature in Sports
Prerequisite: N/A

Grade: 9-12
Credit: 0.5 Elective

Description: This is a semester course. This course will focus on the use of sports in literature. Students will read and analyze various short stories, novels and articles. Themes studied may include, but are not limited to leadership, trends, definitions of success and failure, heroes, coaching ethics, etc. Those enrolling in this class should have an interest in both athletics and literature.

MATHEMATICS

COURSE TITLE	LEVEL	LENGTH	PREREQUISITE
HS Algebra 1 Part 1		Year	Mastery of 8 th grade math standards
HS Algebra 1 Part 2		Year	HS Algebra 1 Part 1
HS Algebra 1		Year	Mastery of 8 th grade math standards
Algebra 1 Honors	Honors	Year	Mastery of 8 th grade math standards and permission from Math Dept
Geometry CP	CP	Year	Algebra 1
Geometry Honors	Honors	Year	Algebra 1 and permission of Math Dept.
Algebra II CP	CP	Year	Geometry
Algebra II Honors	Honors	Year	Permission of Math Dept/ Algebra 1
College Algebra	DE	Year	Algebra 2
Pre-Calculus Honors/ College Math	Honors, DE	Year	Algebra 2
Intro to Calculus Honors / Calculus I	Honors, DE	Year	Precalculus or College Algebra
Calculus AP AB/ Calculus I&II	AP, DE	Year	Precalculus
Statistical Inference & Decision Making	DE	Year	Algebra 2
Practical Math		Year	
Problem Solving		Year	

Middle school and high school teachers review each student's mastery of common core standards as shown in common assessments, NWEA scores, and recommendations from current teachers in order to place all students in a math class where they are challenged and likely to be successful.

Course Name: HS Algebra 1 Part 1

Grade: 9-12

Prerequisite: Mastery of 8th grade math standards

Credit: 1 Math

Description: This course builds upon 8th grade Common Core Standards for Algebra and is the first year of a two-year Algebra 1 program. It is designed for the student who is in the lower quartile of standardized scores and requires a small-class learning environment. Emphasis will be on interpreting structure of expressions, performing arithmetic operations on polynomials, creating equations that describe numbers or relationships, solving equations as a process of reasoning and explaining the reasoning, solving equations and inequalities in one variable, representing and solving equations and inequalities graphically, understanding the concept of a function and use function notation, interpreting functions that arise in application in terms of the context, and interpret linear and exponential models.

Course Name: HS Algebra 1

Grade: 9-12

Prerequisite: Mastery of 8th grade math standards

Credit: 1 Math

Description: This course builds upon the 8th grade Common Core Standards for Algebra. The units will deepen and extend understanding of linear, quadratic and exponential relationships. Emphasis will be on interpreting structure of expressions, performing arithmetic operations on polynomials, creating equations that describe numbers or relationships, solving equations as a process of reasoning and explaining the reasoning, solving equations and inequalities in one variable, representing and solving equations and inequalities graphically, understanding the concept of a function and use function notation, interpreting functions that arise in application in terms of the context, and interpret linear and exponential models.

Course Name: Algebra 1 Honors

Grade: 9

Prerequisite: Mastery of 8th grade math standards

Credit: 1 Math

Description: This course is the first course in the honors level high school algebra curriculum as outlined in the common core math standards. Topics include relationships between quantities and reasoning with equations and their graphs; descriptive statistics; linear and exponential functions; polynomial and quadratic expressions, equations, and functions; and a synthesis of modeling with equations and functions. These topics will be covered in greater depth and at a faster pace than High School Algebra 1 CP.

Course Name: Geometry Honors

Grade: 9-10

Prerequisite: Algebra 1 and permission of Math Dept.

Credit: 1 Math

Description: Honors Geometry prepares students to use mathematics effectively in today's world and promotes independent thinking and learning. This is done through an extensive study of Euclidean Geometry, expanding a student's capacity to solve problems both intuitively and analytically and broadening mathematical skills acquired in previous courses. The topics covered are points, lines, angles, planes, definitions, polygons, circles, congruence, similarity, measurement, volume and surface area of solids, and 3-dimensional figures.

Course Name: Geometry CP

Prerequisite: Algebra I

Grade: 9-12

Credit: 1 Math

Description: The class will prepare students to use mathematics and logical thinking effectively in today's world. It promotes independent thinking and learning. Topics covered include points, lines, planes, parallel lines, two-dimensional figures, and three-dimensional figures. Students will also learn to write logical proofs and use their algebra skills to solve geometry problems.

MATHEMATICS ELECTIVES

Course Name: Problem Solving

Prerequisite: N/A

Grade: 9-12

Credit: 1.0 Elective

Description: Problem Solving is a class that runs in conjunction with the Math Team. Students will learn about, and practice how to solve, problems from a plethora of categories in the high school curriculum. In addition to helping students prepare for the math team meets, the topics learned in this course will help students prepare for: standardized tests (such as the SAT), math they will encounter in college, learning how to go about solving problems. The tests for the class will be the individual rounds at each Math Meet, which happen approximately once per month on Wednesdays. Students have the choice to either take the test by going to the meet or by taking the test during a time agreed upon by the teacher and the student.

Topics covered in this course include: Arithmetic with "*" operations, Inequalities and Absolute Values, Matrices, Determinants, and Systems of Equations, Number Theory, Geometric Similarities, Arithmetic with Ratio and Proportion, Series and Sequences, Counting Principles and Binomial Theorem, Polynomials, Areas and Volumes, Probability, Exponents and Radicals, Lines, Angles, and Polygons, Complex Numbers, Arithmetic with Percent, Arithmetic with Literal Equations, Logs and Log Equations, Linear Coordinate Geometry, Functions, Trigonometric Mechanics, Algebraic Fractions with Factoring, Trigonometric Equations and Identities, Circles and Spheres, Conics, Arithmetic with Statistics.

SCIENCE

Course Name	Level	Length	Prerequisite
Earth Systems	Honors, CP, Applied	Year	Recommendation of Instructor
Biology	Honors, CP, Applied	Year	Earth Science or Recommendation of Instructor
Biology AP	AP	Year	Completion of biology or permission of instructor.
Physics Honors	Honors, DE	Year	Grades: 11 or 12 Algebra 2 Honors or Permission of Instructor
Physics CP	CP	Year	Grades: 11 or 12 Geometry, Algebra 2 enrolled concurrently
Physics Applied	Applied	Year	Grades: 11 or 12 Algebra 1/or Permission of Instructor
Chemistry Honors	Honors, DE	Year	Grades: 11 or 12 Physics Honors or Recommendation of Instructor
Chemistry	CP, Applied	Year	Grades: 11 or 12
Astronomy		Semester	
Robotics		Semester	

Course Name: Earth Systems
Level: Honors, College Prep, Applied
Prerequisite: Recommendation of Instructor

Grade: 9
Credit: 1 Science

Description: Earth Systems Science is designed to provide the foundation for further rigorous study in Biology, Chemistry and Physics. Through the study of Earth Systems Science, students learn about the principles and practices of Earth Science and Chemistry. The course focuses on energy, change, cycles, development of ideas and how these are modeled in both earth systems and chemistry. Using an inquiry based, problem solving model the course supports and encourages the development of a scientifically literate student who will be able to make accurate observations, develop and test theories, evaluate alternatives, and make informed decisions on scientific, technological and environmental issues.

SCIENCE ELECTIVE

Course Name: Robotics
Prerequisite: N/A

Grade: 9-12
Credit: 0.5 Elective

Descriptions: The VEX robotics and Exploring Computer Science combination course is a hands-on STEM curriculum course that is designed to be interactive through a team approach. VEX robotics is heavily focused on mechatronic principles; as such, programming is NOT required. VEX will be primarily the focus in Semester 1 with build and competition. Semester 2 includes VEX design, competitions based on qualifications, and collaboration with peers, however the focus turns toward computer science. Through exploration of interface design and limitations of computers, students will develop computational practices of algorithm development, problem solving, and programming within the context of problems relevant to our everyday lives. There will also be an emphasis on social and ethical issues. With new VEX challenges every year and a beginner approach to changing topics in computer science, students have the option to participate in this course for 1 to 4 years. Students who have taken multiple years of Robotics in High School have the option of adding the term "Advanced" to their transcription should they choose. This will require additional work above and beyond the normal curriculum.

SOCIAL STUDIES

Course Name	Level	Length	Prerequisite
Global Explorations in History, Geography, and Economics	Honors, CP, Applied	Year	Recommendation of Instructor
World History AP	AP	Year	Global Explorations Honors & Recommendation of Instructor
World History	Honors, CP, Applied	Year	Global Explorations
U.S. History AP	AP, DE	Year	World History AP or Honors
U.S. History	CP, Applied	Year	World History
Ethics	DE	Semester	Permission of Instructor
Living History (19TH Century)	Independent Study	Semester	Recommendation of Dept. Leader
Sociology	CP	Semester	
Psychology	CP	Semester	
Psychology AP	AP, DE	Year	
History vs Hollywood	CP, DE	Semester	
Comparative Government and Politics AP	AP, DE	Year	

The discipline of social studies is important for all students. Social studies moves far beyond facts and dates; social studies classes explore the basic human rights and diversity of cultures in our own and other countries. Through the disciplines of social studies students will gain a better understanding of the present by looking at the past. Major themes of human rights, cultural diversity, and understanding our modern world are relevant to all students. Whether students plan to enter college or the business world after graduation, they will find that these topics are major issues that must be confronted and understood to become a good citizen in their community.

Course Name: Global Explorations in History, Geography, and Economics

Grade: 9

Level: Honors, College Prep, Applied

Credit: 1 Social Studies

Prerequisite: Recommendation of Instructor

Description: All students entering ninth grade at Maranacook are required to take Global Explorations. This is a course that is designed to expose students to many of the concepts and skills they will be using in Social Studies throughout their time at Maranacook. Students will broaden their understanding of the world by learning about physical and human geography, including world cultures and global economics. The class addresses Learning Results Standards in Research Skills, Geography, and Economics. Students must pass this course for graduation.

SOCIAL STUDIES ELECTIVES

Course Name: Living History (19th Century): An Independent Study

Grade: 9-12

Prerequisite: Recommendation of Dept. Leader

Credit: 0.5 Elective

Description: This course involves an in-depth study of the post Civil War period in rural America. Students will learn first-hand about life during this period during a total involvement experience at the Morrill Farm. For four days and three nights the students (and teacher) will be members of a 19th century farm family doing daily work, enjoying social events and being influenced by the economics and customs of the 1870's. A pre-visit paper on rural life in Maine in the 19th Century is required. Students will conduct research in primary source documents to prepare for a presentation on both an individual and group basis. Each student will also keep a journal while at the Morrill Farm and complete two research papers following the live-in. The teacher will meet with the students on both an independent and group basis.

PHYSICAL EDUCATION

Course Name	Level	Length	Prerequisite
Intro to P.E.		Semester	
Phys Ed 10		Semester	Intro to P.E.
Team Sports		Semester	P.E. 10
Net Sports		Semester	P.E. 10
Fitness For Life		Semester	P.E. 10
Health		Semester	

Students will need to take Intro to P.E, P.E 10 and then will get to pick one electives to take. Students can take as many PE classes as they want after they have met their requirements.

Course Name: Intro To P.E.

Grade: 9

Prerequisite: N/A

Credit: 0.5 PE

Description: This is a semester class. This course is designed to provide instruction and opportunity for students to increase motor skill competency, improve social interaction, and participate in a variety of fitness activities over an extended period of time. In this class students will participate in Ultimate Frisbee, Team Sports, Badminton, Pickleball, Gym Games, and Fitness Components.

ART

Course Name	Level	Length	Prerequisite
Intro to Art		Year	
Drawing		Semester	Intro to Art
Painting		Year	Intro to Art required/Drawing is preferred
Black and White Photography (Offered every other year)		Semester	Intro to Art
Studio Art Honors	Honors DE	Semester/Year	Intro to Art and teacher approval required
Ceramics		Semester	Intro to Art is preferred
Digital Photography		Semester	Intro to Art is preferred

Art is a universal language. It provides visual information about individuals, society, and cultures. There are no right or wrong answers in art, only tools, techniques, and opportunities for creative self-expression. The following art courses provide the environment, the materials, and the expertise to challenge your aesthetic senses and allow you to communicate visually.

Course Name: Intro to Art

Grade: 9-12

Prerequisite: N/A

Credit: 1 Fine Art

Description: This is a year- long class. This course is a survey of a variety of art-making processes. Students will study elements of art and principles of design through many mediums that include drawing with ink and pencil, painting, collage, printmaking, creation of altered books, basketry, sculptural projects, and tapestry weaving. They will also study the art of world cultures and historically significant artists.

Course Name: Studio Art Honors

Grade: 9 (GT ONLY)

Prerequisite: Intro to Art and teacher approval required

Credit: 0.5/1 Fine Art

Description: This is a semester-long or year-long course depending upon student needs. This art course is designed for highly motivated art students who want honors study in specific art media. Due to the range of media explored, this course may be taken more than once. Students will work on compiling a body of work in 2-3 media of teacher choice and 1 concentration of their choice. Students will capture their planning and artistic development in ongoing sketchbook work. There will be post-secondary education opportunities, an emphasis on focused independent practice, and discussion on trends in contemporary art. **Students may enroll in this course multiple times.*

MUSIC

Course Name	Level	Length	Prerequisite
Concert Band		Year	
Jazz Band		Year	Permission of Instructor
Concert Chorus		Year	
Chamber Singers		Year	Permission of Instructor
History of Rock and Roll		Semester	
Intro to Piano		Semester	
Music Theory		Semester	Permission of Instructor
Introductory Guitar		Semester	
Intermediate Guitar		Semester	

The study of music is a valued and integral part of education. Our goal is to enrich our students' lives through music; to increase their knowledge of music and to guide them toward a lifelong understanding and love for music. Music teaches us that not all aspects of life are definable; and that every question does not have one right answer. Every student should experience a feeling of pride and success in some musical endeavor whether (s)he plays an instrument, sings or learns to appreciate different kinds of music.

Course Name: Concert Band

Grade: 9-12

Prerequisite: N/A

Credit: 1 Fine Art

Description: This is a performance-based course in which students are involved in solo, ensemble, and full band performances. Students will receive individual, sectional and full band instruction. They will explore a wide variety of musical styles including Jazz, Popular, Classical, Folk and Traditional. Individual progress as well as group participation is emphasized. Scheduled public performances are a required component of this course.

Course Name: Jazz Band

Grade: 9-12

Length: Year

Credit: 0.5 Fine Art

Prerequisite: Permission of Instructor

Description: This is a course for a select group of students of brass, woodwind and rhythm instruments. They will study and perform different styles of jazz and contemporary music. Scheduled public performances are a required component of this course. This class meets every other morning before school.

Course Name: Concert Chorus

Grade: 9-12

Prerequisite: N/A

Credit: 1 Fine Art

Description: This course is open to any student regardless of musical background. Students learn techniques of singing and reading music through the performance of a variety of music that may include popular, classic, folk, rock and traditional pieces. Public performances are required. This class meets on a regular class schedule.

Course Name: Chamber Singers

Grade: 9-12

Length: Year

Credit: 1 Fine Art

Prerequisite: Permission of Instructor

Description: This is a small, vocally balanced group of singers. Students learn the skills and techniques of singing and staging performances. The variety of music used in this course may include Broadway, Popular, Classical, Folk and Traditional pieces. Public performances are required.

Course Name: History of Rock and Roll

Grade: 9-12

Prerequisite: N/A

Credit: 0.5 Fine Art

Description: From its earliest beginnings to the present day, this course surveys the inception, evolution, and development of Rock music in America and abroad. In addition to in-depth studies of Rock music and the artists who created it, students will examine the sociological, political, and economic conditions which influence its development. Areas of concentration include: Identify styles of early rock and roll, distinguish groups by their specific sound and methods of performance, draw correlations between style periods and recognize the style period by its distinctive sound and performance, articulate the social factors that were influenced by rock.

Course Name: Intro to Piano

Grades: 9-12

Prerequisite: N/A

Credit: 0.5 Fine Art

Description: This is a semester course. Have you ever wanted to learn to play the piano? This course is designed for students who wish to develop basic piano playing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing, and to learn pieces. Students will be able to focus on songs of their choosing to learn. There will also be time spent in group instruction on musical notation and theory. Areas of concentration include: note reading, aural skills, singing songs, rhythmic patterns, chord study, musical forms, improvisation and performing experiences.

Course Name: Introductory Guitar

Grade: 9-12

Prerequisite: N/A

Credit: 0.5 Fine Art

Description: This course is designed for the student who has limited to intermediate musical experience, and who has the interest in learning the basics of music and of playing guitar. The class will serve as an introduction to the guitar, music notation and TAB reading, music theory, music history, and songwriting. The class focuses on helping the student with different levels of musical training, develop a basic understanding of music through learning how to play the guitar at a beginning/intermediate level by working individually and as an ensemble on various songs in a variety of genres. Students are encouraged to provide their own (acoustic) guitar however the school may provide one when needed.

Course Name: Intermediate Guitar

Grade: 9-12

Prerequisite: Permission of Instructor

Credit: 0.5 Fine Art

Description: This course is designed for the student who has intermediate musical experience, and who has the interest in learning the basics of music and of playing guitar. The class will serve as an introduction to the guitar, music notation and TAB reading, music theory, music history, and songwriting. The class focuses on helping the student with different levels of musical training, develop a basic understanding of music through learning how to play the guitar at a beginning/intermediate level by working individually and as an ensemble on various songs in a variety of genres. Students are encouraged to provide their own (acoustic) guitar however the school may provide one when needed.

WORLD LANGUAGES

Course Name	Level	Length	Prerequisite
French 1 & 2 Culture and Conversation		Year	
French 1 Honors	Honors, DE	Year	
French 2 Honors	Honors, DE	Year	UMA FRE 101
French 3 Honors	Honors, DE	Year	UMA FRE 102
French 4 Honors	Honors, DE	Year	UMA FRE 203
German 1		Year	
German 2		Year	German 1
German 3		Year	German 2
German 4 Honors	Honors	Year	German 3
German 5 Honors	Honors	Year	German 4
Spanish 1		Year	
Spanish 2		Year	Spanish 1
Spanish 3		Year	Spanish 2
Spanish 4 Honors	Honors	Year	Spanish 3
Spanish 5 Honors	Honors	Year	Spanish 4

In today's global economy it is imperative that America's workforce understand other cultures and languages in order to compete. Studying a world language not only exposes students to diverse cultures and expands their understanding of our world, but it also helps students to better understand their own language and how it works.

If a student fails semester 1 of a language they will be removed from the course for semester 2. The student may repeat the course the following year.

FRENCH

Course Name: French 1 & 2 Culture and Conversation
Prerequisite: N/A

Grade: 9-12
Credit: 1 Elective

Description: This is a CP level French course designed for students who need two years of language study for college, but who do not necessarily intend to continue with French. Rather than spending lots of energy laying the grammatical groundwork for more advanced levels, this course focuses its efforts on spoken and written fluency, and a deeper understanding of French and American culture. A practical use of French will be emphasized so that these students leave with a lasting memory of French culture and practical language. Students are expected to reach an ACTFL proficiency level of N3 by the end of their second year.

Course Name: French 1 Honors / UMA FRE 101, 4 credits
Prerequisite: N/A

Grade: 9-12
Credit: 1 Elective



Description: This is an honors level course that offers dual enrollment in UMA. It is a 4-credit college course taught in French. Speaking, listening, writing and reading will be equally stressed. The course is meant to be a preparation for UMA 102. This course is open to anyone ready to begin a study of French with the goal of becoming a proficient speaker and writer. French and Francophone cultures and cultural influence will be discussed throughout the course. Students are expected to reach an ACTFL proficiency level of N4.



Minor in French: Language & Culture Track

College of Arts & Sciences

Minor requirements: 20 credits

<p>Course Requirements (16 credit hours):</p> <ul style="list-style-type: none"> <input type="checkbox"/> FRE 101 (Honors 1)- 4 credits <input type="checkbox"/> FRE 102 (Honors 2)- 4 credits <input type="checkbox"/> FRE 203 (Honors 3)- 4 credits <input type="checkbox"/> FRE 204 (Honors 4)- 4 credits 	<p>One of the following electives (3 credit hours)</p> <ul style="list-style-type: none"> <input type="checkbox"/> FRE 394 (3 credits)- Exchange trip or service learning, teaching French to elementary kids OR <input type="checkbox"/> FRE 340 (3 credits)- Francophone Literature, online OR <input type="checkbox"/> HUM 350W (3 credits)- Franco-Americans: Cultural Identity in Context, online
<p>Experiential Electives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> FRE 202 (1 credit)- Intermediate French Immersion weekend, last weekend in September: "le français dans le bois" 	

GERMAN

Course Name: German 1

Prerequisite: N/A

Grade: 9-12

Credit: 1 Elective

Description: This is an introductory course, which emphasizes the development of listening, speaking, reading and writing skills. The importance of practical vocabulary will be stressed. Basic language structures will be introduced. Culture will be presented through a variety of activities and projects. Students are expected to reach an ACTFL proficiency level of at least novice 3 by the end of the year.

Course Name: German 2

Prerequisite: German 1

Grade: 9-12

Credit: 1 Elective

Description: This is a CP level German course designed for students who desire a course more focused on sentence structure and situational writing and speaking. This course focuses its efforts on the skills of listening, speaking, reading, writing, and a deeper understanding of German culture. A holistic use of German will be emphasized so that these students leave with a lasting memory of German culture and practical language. Students are expected to reach an ACTFL proficiency level of at least Novice 4 by the end of the year.

SPANISH

At all levels of language study, current events, historical influences, and geographical influences are discussed.

Course Name: Spanish 1

Prerequisite: N/A

Grade: 9-12

Credit: 1 Elective

Description: This first year course introduces the beginning language student to Spanish language and culture and includes the basic skills of speaking, reading, writing and listening. The course places special emphasis on developing conversational skills. Students do this by learning conventional patterns and listening to actual dialogue. The first year stresses basic Spanish grammar and writing skills.

Course Name: Spanish 2

Prerequisite: Spanish 1

Grade: 9-12

Credit: 1 Elective

Description:

This course builds on the skills of Spanish I, and is for students who are serious about learning to speak and write the language. It places more emphasis on the development of reading skills through articles and short stories. Students learn more advanced grammatical concepts. This enables the student to write short passages in Spanish. Conversational skills are developed more fully, and students are encouraged to speak in Spanish as much as possible. Students are expected to reach an ACTFL proficiency level of Intermediate 1 by the end of the year.

CAREER PREPARATION

Course Name	Level	Length	Prerequisite
Technology & Career Explorations		Semester	
Accounting	DE	Year	
Personal Finance	DE	Semester	
Technology and Career Exploration		Semester	
Intro to Computer Science		Semester	
Web Design (Offered every other year)	DE	Semester	
Yearbook		Year	
JMG (Jobs for Maine Graduates)		Year	
Introduction to Industrial Arts		Year	
Wood Design		Semester	Intro to IA
Wood Design Honors	Honors	Semester	Wood Design completion with high achievement or permission of instructor
Forging		Semester	Intro to IA
Fine Metals		Semester	Intro to IA or Intro to Art
CAD/CAM/Rapid Prototyping		Semester	Intro to IA or Permission of Instructor
Architectural Drawing and Design		Semester	Intro to IA or Permission of Instructor
Boat Building		Year	Permission of Instructor

An important part of the school’s task in education is to help students develop the habits and skills they need to be successful in the workplace. Within the last few years, Maranacook has expanded its school to work options by offering new programs that help to prepare students for the eventual transition into a satisfying career. These offerings, along with our Work Experience programs, connect our students to the reality of careers after high school.

TECHNOLOGY & CAREER DEVELOPMENT

Course Name: Technology and Career Exploration

Grade: 9

Prerequisite: N/A

Credit: 1 Technology

Description: This course is intended as the starting point for learning skills that will help freshmen start the journey towards career exploration and the skills required to become successful in the future workplace. Activities will apply to both technology and the soft skills that future employees need.

Course Name: JMG

Grade: 9-12

Prerequisite: N/A

Credit: 1 Elective

Description: In JMG, you will work on/learn Leadership Skills, Communication Skills, Team Building Skills, Financial Literacy Skills, Networking Skills, Career/College Exploration, Philanthropy and more. All of these are necessary to be successful in the "real world." No two students are the same, so classes are small and student centered to offer personalized education plans that are tailored to you. We will have a lot of fun while also preparing & planning for your future! Come join the JMG family of more than 10,000 students we serve in Maine!

INDUSTRIAL ARTS

Course Name: Introduction to Industrial Arts

Grade: 9-12

Prerequisite: N/A

Credit: 1 Fine Art

Description: In this course students explore the appropriate use of tools and materials. Students study introductory woodworking, metalworking and technical drawing. The course focuses on the importance & practice of safety, planning and completion.

ADDITIONAL ELECTIVES

Course Name: Work Experience

Grade: 9-12

Prerequisite: Permission of School Counselor

Credit: 0.5/1 Elective

Description: Students may participate in a variety of work experiences at school by assisting teachers, including teachers at the middle school, assisting in the office, library or in the food service program. The application forms are available in the guidance office. Credit is awarded by semester. Students may participate in this activity in addition to enrolling in the six required courses.

MARANACOOK ALTERNATIVE PROGRAM (MAP)

The Maranacook Alternative Program guides alternative learners toward graduation within a creatively individualized educational environment. Academic and 21st century skills are fostered through experiential, community-based learning challenges. We aim to develop within our students a strong sense of respect for self, others, and community. Students foster independence and responsibility by working through effective problem solving and group processing strategies. Most importantly, students gain a deeper understanding of themselves as lifelong learners. For more information contact Guidance or MAP teacher.

SPECIAL EDUCATION

What does Special Education look like at Maranacook Community High School? The high school Special Education programs are an integral part of our educational approach to provide each student the opportunity and support necessary to learn in the least restrictive, and most supportive, educational environment. The high school offers a continuum of services, which include the Learning Center and the Transitional Skills Program. The Learning Center provides support through a structured study hall approach, which assists students in accessing their regular education courses, as well as developing organizational and study skills. In addition, it provides remedial direct instruction in developing reading and writing skills. The Transitional Skills Program provides instruction and practice in functional living skills, including utilizing community resources and supports in addition to career exploration through work experiences.

All of the programs offered at the high school use the inclusion model of education, whenever possible. This approach to education would not be successful without the wonderful group of highly qualified and supportive educational technicians, teachers, staff and administrators, who provide support in and out of regular education classes and to special educators. This approach also mirrors the Maranacook Community High School's mission statement, which promotes the belief that every individual can flourish academically and socially, according to his or her ability.

The Special Education departments in both the high school and middle school work closely to help ensure a seamless transition from the middle school setting to the high school community, where the focus becomes post-secondary planning. Participation in these programs is determined through the Individual Education Plan (IEP) process.