

**Rangeley Lakes Regional School
RSU #78**

**Program of Studies
2024-2025 School Year**



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ENGLISH/LANGUAGE ARTS

Objectives:

The teaching of English in high school should equip graduates to:

- a. Comprehend, interpret, evaluate, analyze and use what they read.
- b. Write sophisticated, well-organized, effective papers.
- c. Listen effectively and discuss ideas intelligently.
- d. Communicate coherently and concisely in a quickly evolving world.
- e. Know our literary heritage and how it enhances our lives.
- f. Develop imagination and ethical understanding and how it relates to the customs, ideas, and values of today's life and culture.

Course selections are as follows:

HUMANITIES – 9th and 10th grade level 2 semesters (one credit)

Prerequisites: None

The Humanities are the study of what people think, feel, do, and create -- the study of being human. The RLRS Humanities curriculum combines what is typically taught in high school English, the visual arts, and social studies courses. This course uses literature to inform the study of historical time periods, and history and the social sciences are taught to enrich the understanding of works of literature. These disciplines demand extensive reading, writing, speaking, rendering, and researching.

In this Humanities course, students will:

- read fiction, nonfiction, and primary historical documents, featuring a diversity of contemporary and classic texts and authors;
- refine comprehension, speaking, and critical thinking skills;
- engage in argumentative writing, autobiographical writing, research writing, fiction writing, and timed writing, including at least one extended piece of writing;
- build vocabulary and develop competency in the conventions of writing;
- learn geography and how it affects history and people;
- broaden historical knowledge of major events, people, and ideas;
- gain a deeper sense of who we are and what we believe, individually and collectively;
- prepare to be an active and informed citizen.

This two-credit, interdisciplinary course for 9th-graders emphasizes literacy skills with a focus on reading and writing. The social studies portion of this course studies different regions of the world to discover the ways in which we are similar to and different from others.

The English portion of the class reads a variety of literature, including short stories, novels, non-fiction, etc. We seek to help students learn the similarities and differences between reading, discussing, studying, and crafting written and visual representations of arguments about nonfiction and fiction.

ENGLISH II – 10th grade level World Literature 2 semesters (1 credit)

Prerequisites: None

Texts will include novels, plays, short stories, essays and poetry. Content varies depending on participating students. Small classes allow for more personalized selections.

This course focuses on recognizing and writing elements of successful storytelling in world literature. Students will read selections with an emphasis on a certain literary technique: show don't tell, character development, word choice/diction (translations), place description, poetry, etc. The student will then be expected to write their own creative piece emphasizing the same literary technique.

Students will also be introduced to the formal research process as well as continued practice in analytical writing and thinking. Culminating assessments for units may include writing a creative story, writing a thesis essay, dramatic presentation, visual project, research-based creative writing and oral presentations. In conjunction with writing and literary analysis, students will have an ongoing study of vocabulary, grammar, writing mechanics, time management, research process and discussion.

The final assessment of the course will be a portfolio exhibition in which the student will be expected to create and present a portfolio which illustrates their reflections on what they learned throughout the year in this course and how their learning connects to their own goals.

ENGLISH III – 11th grade level U.S. literature 2 semesters (1 credit)

Prerequisites: None

The Story of the United States: Texts will include novels, plays, short stories, essays and poetry. Content varies depending on participating students. Small classes allow for more personalized selections.

This course will survey writings of United States authors with an emphasis on nonfiction literature. We will work to develop a definition of "U.S. Literature" through our readings of U.S. authors from a variety of ethnicities, religions, economic classes, genders, geographical locations and time periods. The focus will lay in literary analysis as well as developing an awareness of the historical background affecting the writing.

Assignments in this course will emphasize the research and writing process. In conjunction with writing and literary analysis, students will have an ongoing study of vocabulary, grammar, writing mechanics, time management, research process, and discussion.

The final assessment of the course will be a portfolio exhibition in which the student will be expected to create and present a portfolio which illustrates their reflections on what they learned throughout the year in this course and how their learnings connect to their own goals as well as Maine Learning Results.

ENGLISH IV – 12th grade level/senior seminar 2 semesters (1 credit)

Prerequisites: None

The course is designed to prepare seniors for college and/or career. In addition, students will learn how to write an original research paper and prepare and present an oral presentation on their research.

Students are required to successfully complete the research and writing process to produce a 3-5-page literary research paper, which follows the MLA format for formal papers and draws upon a minimum of three sources that are properly cited.

Students will also work on postsecondary writing and oral presentation skills in a unit, which will cover college applications, interviews, job search process, resumes, etc. In conjunction with writing and literary analysis, students will have an ongoing study of vocabulary, grammar, writing mechanics, time management, research process and discussion.

The final assessment of the course will be a portfolio exhibition in which the student will be expected to create and present a portfolio which illustrates their reflections on what they learned throughout the year in this course and how their learnings connect to their own goals as well as the Maine Learning Results.

TECHNICAL & CREATIVE WRITING 2 semesters (1 credit)

Prerequisites: None

*This is an elective course and students will earn 1 elective credit towards graduation.
Open to all students.*

Technical Writing is designed to develop and reinforce writing skills in students who desire to improve their writing skills. Students will receive instruction in the mechanics of writing, learn strategies to help them develop good editing skills, and learn to use language for specific purposes and audiences.

Creative Writing is designed for students to create original forms of descriptive writing, poetry, drama and fiction. Vocabulary development, creative writing techniques and skills are explored. Students submit their work to local and national magazines. Handwriting and word processing are used for composition. Writings are presented orally and in written form.

- Students can expect weekly assignments that must be completed in addition to their regular English class assignments.
- Students will also be expected to create a portfolio of work produced in this course.
- Each class will include direct instruction in the mechanics of written language.

HONORS LITERATURE 2 semesters (1 credit)

Prerequisites: 85 or better in previous core English or with English teacher's recommendation. Successful completion of summer reading requirement. Successful completion of English I and II (III)

This course is an admixture of U.S. Literature, British Literature, and World Literature.

The student must be a capable, motivated English student able to thoroughly analyze literature, clearly write ideas in informal and formal papers, produce creative, high-quality projects, and participate in thought-provoking class discussions.

Students will be expected to meet all deadlines in a timely manner. A student consistently failing to meet deadlines or quality standards may be required to drop the course and enroll in English III or IV. Students should be prepared to read 150-200 pages per week as well as completing daily homework. Class participation is critical to success in this course. Students will be exempt from participation grades and loss of grade for in-class work only for absences that are a result of school scheduled activities or medically documented illnesses. Students who have more than three absences per semester outside of these categories will be requested to drop the course and enroll in English III or IV.

The final assessment of the course will be a portfolio exhibition in which the student will be expected to create and present a portfolio which illustrates their reflections on what they learned throughout the year in this course and how their learning connects to their own goals.

MATHEMATICS

Objectives: The teaching of Mathematics in high school should equip graduates to:

- a. Use mathematical reasoning to become creative problem solvers
- b. Understand what numbers mean and how they are used
- c. Have strong computational skills
- d. Understand and apply concepts of data analysis and probability
- e. Understand and apply concepts of Geometry and Algebra

PRE-ALGEBRA Open to students in grade 9-10. 1 or 2 semesters (0.5 credit or 1 credit)

Prerequisites: middle school or high school teacher recommendation

Pre-Algebra will cover the real number system, introduction to functions, domain/range, plotting points and graphing, solving multi-step equations, proportions and percentages, slope/rate of change and basic linear functions, as well as a review of any foundational math skills as needed. Students are required to do daily assigned homework, take quizzes, tests, and complete projects.

ALGEBRA I Open to students in grades 9 – 12. 2 semesters (1 credit) **Prerequisites:**

Pre-Algebra OR teacher recommendation

Algebra I is a fast-paced course, which will cover the entire Algebra I curriculum in one year. Students taking this course must have good math skills and a strong work ethic. We will be covering a lot of material so students must be willing to work hard.

This course presents the basic structure of Algebra in the real number system, which includes: solving equations and inequalities, writing/graphing linear equations and inequalities, systems, data analysis, polynomials, and exponents/exponential functions.

Students are required to do daily assigned homework, take quizzes, tests, and complete projects.

ALGEBRA I A/B Open to students in grades 9 – 12 3 to 4 semesters (1.5 to 2 credits)

Prerequisites: teacher recommendation

Algebra I A/B is a 1.5 or 2-year course as appropriate for the student. This course is designed to make the Algebra I curriculum accessible to all students. Students will have up to two years to cover the material, giving them more time to master the concepts. This course presents the basic structure of Algebra in the real number system, which includes: solving equations and inequalities, writing/graphing linear equations and inequalities, systems, data analysis, polynomials, and exponents/ exponential functions.

Students are required to do daily assigned homework, take quizzes, tests, and complete projects. Some students may be required to take a semester of Algebra IB following Algebra I to finish all topics covered in Algebra 1.

GEOMETRY/ GEOMETRY A/B 2 to 3 semesters (1 to 1.5 credits)

Prerequisite: Algebra I OR Algebra IB

This course proceeds from basic concepts of geometry, such as point, line, and plane, to the study of triangle congruence, parallel and perpendicular lines in a plane, polygons, transformations, similarity, the Pythagorean Theorem, circles, and area and volume of two-dimensional figures, as well as of solid objects, and right triangle trigonometry. Students will use inductive and deductive reasoning to solve problems and complete proofs.

The course is designed to give students a challenge while showing how logical geometry is and how useful it can be. Students are led to attach a visual meaning to arithmetic and algebra. Geometry A/B is intended for students who require a slower pace or those who need an additional semester to finish all topics covered in Geometry.

Students are expected to do daily assignments as well as pass periodic quizzes, tests, and complete projects.

INTERMEDIATE ALGEBRA Open to students in grades 10-12 ~ 1 semester (0.5 credit)

Prerequisites: Algebra I, Geometry AND teacher recommendation

Intermediate Algebra is a stepping stone between Geometry and Algebra 2. This course will strengthen fundamental Algebra skills including factoring, radicals, systems of equations, introduction to quadratics, absolute value functions, and data sets. Students are required to do daily assigned homework, take quizzes, tests, and complete projects. This course is not a college preparatory course but is intended to prepare students for Algebra 2.

APPLIED ALGEBRA Open to students in grades 11&12 2 semesters (1 credit)

Prerequisites: Algebra 1, Geometry, teacher & guidance recommendation, and parental agreement

Applied Algebra is a real-world based, application driven mathematical modeling course. This course is NOT a college prep course and is intended to teach the math applicable to life skills beyond high school. The course addresses topics under eight financial headings: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures and extrapolate from known situations to unknown situations. The topics contained in this course are introduced, developed and applied in an as-needed format in the financial settings covered.

Students intending to pursue post-secondary schooling in 2-year community college or 4-year college/university programs should not take this course.

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

Open to students in grades 10-12 2 semesters (1 credit)

Prerequisites: Algebra 1, Geometry and teacher recommendation

Advanced Algebra with Financial Applications is a mathematical modeling course that is based in algebraic reasoning, application driven and technology dependent. The course addresses college prep topics under eight financial headings: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living and Retirement Planning and Household Budgeting. The course allows student to experience the interrelatedness of mathematical topics, find patterns, make conjectures and extrapolate from known situations to unknown situations. The topics contained in this course are introduced, developed and applied in an as-needed format in the financial settings covered.

This course is a good alternative as a 3rd year math after Algebra 1 and Geometry but is also a solid option as an elective credit, separate from other math pathways such as pre-calculus and calculus. Students may elect to take Algebra 2 as a 4th year math after this course to meet the academic requirements for many 4- year colleges.

ALGEBRA II/ ALGEBRA II A/B 2 to 3 semesters (1 to 1.5 credits)

Prerequisite: Algebra I OR Algebra IA/B

This course is designed to strengthen and expand on the concepts of Algebra I to prepare students to be successful in higher-level mathematics courses in high school and college. Technology (scientific and graphing calculators) is used throughout the course. Algebra concepts studied include: systems of linear equations and inequalities, absolute values, probability, statistics, factoring, matrices, properties of exponents and radicals, quadratics, polynomials, complex numbers, exponential and logarithmic functions, and rational equations. Students will become proficient in performing algebraic manipulations.

ALGEBRA II A/B is intended for students who require a slower pace or those who need an additional semester to finish all topics covered in Algebra II.

Students are expected to complete daily homework assignments, and demonstrate mastery on frequent quizzes and tests.

PRECALCULUS 2 semesters (1 credit)

Prerequisite: Successful completion of Algebra II with a score of 80 or higher AND/OR teacher recommendation

This course is designed to give students a rigorous study of advanced Algebra and trigonometric concepts. This is essential for a student to be successful in a Calculus course. Graphing technology will be used extensively throughout the course to investigate topics and solve problems. Topics covered will include: Sequences and series, linear functions, polynomials, exponential functions, logarithmic functions, rational functions, and trigonometric equations and functions.

Students are expected to do all homework exercises and to pass frequent quizzes and tests throughout the year.

STATISTICS/CALCULUS/OTHER ADVANCED MATH

All other mathematics courses are offered through online platforms facilitated through the guidance office. Placement in these courses is done with the recommendation of the math department.

SCIENCE

Objectives:

The goal of Rangeley Lakes Regional School's high school science program is: “to ensure that by the end of 12th grade, *all* students have some appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn about science outside school; and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology.”

From the National Research Council. (2011). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Committee on a Conceptual Framework for New K-12 Science Education Standards. Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

EARTH SCIENCE Fulfills freshman/grade 9 science requirement 2 semesters (1 credit)

Prerequisites: completion of middle school science

A full year course of study focusing on the formation of the Earth and the universe and the interactions between different Earth spheres: the land, the water, the air, and the living things. Specific topics to be explored include the Universe and Earth’s place in it, minerals and rocks, plate tectonics, weather, climate change, and natural and human-induced disasters of all types.

Multiple assessment formats will be utilized, including quizzes, tests, informal writing, research projects and current events analyses.

Students are asked to use a 1" loose-leaf notebook/binder for the course.

BIOLOGY Grade 10 requirement 2 semesters (1 credit)

Prerequisites: Grade 9 Science or equivalent

Biology is a full year laboratory course of study focused on the living organisms of Earth. We examine life on a microscopic and macroscopic scale, by studying the building blocks of life, DNA, cells, the energy exchange between plants and animals, genetics, and the evolution of advantageous traits

Multiple assessment formats will be utilized, including quizzes, tests, informal writing, research projects and current events analyses.

Students are asked to use a 1" loose-leaf notebook/binder for the course.

HONORS BIOLOGY Grade 10 requirement 2 semesters (1 credit)

Prerequisites: 85 or higher in Science 9 or equivalent, recommendation from science teacher and/or guidance counselor.

Honors Biology is a full year laboratory course of study focused on the living organisms of Earth. We examine life on a microscopic and macroscopic scale by studying the building blocks of life, DNA, cells and how they function, the energy exchange between plants and animals, genetics and the evolution of advantageous traits. Honors Biology is intended to give students a more rigorous biology foundation, to better prepare them for future high school and college Life Science courses. Multiple assessment formats will be utilized, including quizzes, test, informal writing, research projects and current events analyses.

Students are asked to use a 1” loose-leaf notebook/binder for the course.

CHEMISTRY 2 semesters (1 credit)

Open to 11th and 12th Graders, exceptions made by permission of Instructor

Prerequisites: successful completion of Algebra I and Geometry or recommendation from science teacher and/or guidance counselor based on PSAT and NWEA scores

Chemistry is a full year laboratory course of study focused on the application of elements and chemicals in our daily lives.

We will look at how and why matter undergoes change, how the elements are used in common objects and modern conveniences, and how chemical and nuclear reactions work and can be useful to society.

Multiple assessment formats will be utilized, including quizzes, tests, informal writing, research projects and current events analyses.

Students are asked to use a 1" loose-leaf notebook/binder and a scientific calculator for the course.

HONORS CHEMISTRY 2 semesters (1 credit)

Open to 11th and 12th graders, exceptions made by permission of Instructor.

Prerequisites: successful completion of Algebra I and Geometry; 85 or higher in Earth Science and Biology; recommendation from science teacher and/or guidance counselor based on PSAT and NWEA scores

Honors Chemistry is a full year, laboratory-based, college preparatory course for students who plan to pursue further education in science, medicine, technology, math, and/or engineering.

Honors Chemistry is intended to give these students a foundation in quantitative chemistry, to better prepare them for college chemistry. This is a technically demanding course that involves the assimilation of knowledge and application of that knowledge base in resolving quantitative problems. Each unit builds on the previous ones, in an attempt to challenge the student to resolve problems of greater complexity.

Multiple assessment formats will be utilized, including quizzes, tests, research projects and current events analyses.

Students are asked to use a 1" loose-leaf notebook/binder and a scientific calculator for the course.

ENVIRONMENTAL SCIENCE 2 semesters (1 credit)

Open to 11th and 12th graders, exceptions made by permission of Instructor.

Prerequisites: Successful completion of Biology; exceptions made by permission of instructor

Environmental Science is a full year laboratory course of study, in which we examine local and global environmental topics such as invasive species, alternative energy, and water quality.

Environmental Science integrates ecology, economics, and policy for a well-rounded curriculum that includes both life science and physical science.

Students will gain a better understanding of local natural resources, and the way that decisions concerning those resources are made. The goal of the course is to help students make informed decisions as citizens, on a local, federal, and global level.

Students will be required to do a number of short research projects throughout the year to explore topics more deeply and they may be expected to present their findings to the class. Other assessments include reading and discussion, laboratory activities, engineering challenges and a showcase portfolio that includes the students' best works from each semester.

Students are asked to use a 1" loose-leaf notebook/binder for the course.

ANATOMY AND PHYSIOLOGY 2 semesters (1 credit)

For strong science students in the 11th and 12th grades

Recommendation from the science teacher and/or guidance counselor after review of science grades.

Prerequisites: Successful completion of Biology; exceptions made by permission of instructor

Anatomy & Physiology, is a full year, laboratory, upper-level course targeted at those students with a particular interest in the workings of the human body, such as students looking towards a career in nursing, medicine, or physical therapy. This course covers the anatomy and physiology of internal and external systems, reproduction and development, and the body's defenses against diseases of all types. Material will be covered at an adult level that is more in-depth than what would be found in a general biology or health class. These topics are all integrated, and will therefore be the subject matter for the entire course. We will also conduct many lab activities, including experiments in which the students will be the test subjects (such as measuring heart rate after exercise) and dissections, including cow hearts, sheep brains, and fetal pigs.

Multiple assessment formats will be utilized, including quizzes, tests, lab reports, research projects and current events analyses.

Students are asked to use a 1" loose-leaf notebook/binder for the course.

PHYSICS 2 semesters (1 credit)

Open to 11th and 12th Graders, exceptions made by permission of instructor

Prerequisites: Successful completion of math courses through Algebra II, score of 80 or above in previous sciences. Met Geometry and Algebra II standards including basic Trigonometry (SOHCAHTOA) Preference given to students concurrently in or having completed Pre-Calculus.

Physics is a full year, laboratory, college preparatory course designed for students with strong math skills. This course requires that students have a good understanding of Algebra and are familiar with basic Trigonometry functions. We explore force and motion theoretically, experimentally, and mathematically. Major emphasis is placed on mechanics of motion including concepts of velocity, acceleration, forces, Newtonian Laws, momentum, friction, gravity, and projectile motion. We conduct many investigative labs, some student designed, that explore the physics of vehicles, sports, space flight, and free-fall.

Multiple assessment formats will be utilized, including quizzes, tests, lab reports and current events analyses.

Students are asked to use a 1" loose-leaf notebook/binder and a scientific calculator for the course.

SOCIAL STUDIES

Social Studies Practices Grades 9-12

- A. Gathering, Interpreting, and Using Evidence
- B. Chronological Reasoning and Causation
- C. Comparison and Contextualization
- D. Geographic Reasoning
- E. Economics and Economics Systems
- F. Civic Participation

Reading Standards for Literacy in History/Social Studies

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Writing Standards for Literacy in History/Social Studies

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Speaking and Listening Standards

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Humanities I (Freshmen) 2 semesters (1 credit)

Humanities is a two-year course that integrates English Language Arts, Social Studies, and Visual Arts. In the social studies section of the Humanities, students cover the days of nomadic roaming tribes in 10,000 B.C.E. to the meeting of hemispheres throughout the 15th, 16th, and 17th centuries. Humanities I will explore the impacts of civilizations gaining, consolidating, and losing power in an increasingly interconnected world. Through the investigation and analysis of primary and secondary sources, students have the opportunity to think critically, and to read, write, and speak like historians, while simultaneously honing the literacy and critical thinking skills necessary for post-secondary coursework and knowledge needed to be responsible 21st-century citizens. To teach students about concepts that recur throughout human history, a list of enduring issues which are the basis for the enduring questions in the curriculum. Students address the questions throughout the course through unit introductions, enduring question check-ins, unit closers, end-of-unit assessments, and the end-of-year project.

Eras

- 1. Beginnings to 600 BCE:** Technological and environmental transformations.
- 2. 600 BCE to 600 CE:** Organization and reorganization of human societies.
- 3. 600 to 1450:** Regional and interregional interactions.

Assessments: Pre-test, Enduring Issue Check-ins, Document Based Enduring Issue Essays, Thematic Essays, Short Answer Essays, Deliberations, Multiple Choice Tests, and GRASP Performance Tasks.

Instructional Methods: The course is Inquiry-based and begins with vocabulary, then continues with content background lessons, multiple-choice formative check-ins, close-reads, a unit synthesis task, the end of the unit summative assessment, and GRASP Performance Task.

Humanities II (Sophomores) 2 semesters (1 credit)

Prerequisites: successful completion of Humanities I or recommendation from a teacher and/or guidance counselor based on PSAT and NWEA scores.

Humanities is a two-year course that integrates English Language Arts, Social Studies, and Visual Arts. In the social studies section of Humanities II, students explore the impacts of power consolidation and power loss in an increasingly interconnected and technologically advanced world over 275 years from 1750 C.E. to the present.

Through the investigation and analysis of primary and secondary sources, students have the opportunity to think critically, and to read, write, and speak like historians, while simultaneously honing the literacy and critical thinking skills necessary for post-secondary coursework and knowledge needed to be responsible 21st-century citizens. To teach students about concepts that recur throughout human history, a list of enduring issues which are the basis for the enduring questions in the curriculum. Students address the questions throughout the course through unit introductions, enduring question check-ins, unit closers, end-of-unit assessments, and the end-of-year project.

Eras

4. 1450 to 1750: Political, social, economic, and global interactions led to revolutions.

5. 1750 to 1900: Industrialization and global integration.

6. 1900 to present: Accelerating global change and realignments.

Assessments: Pre-test, Enduring Issue Check-ins, Document Based Enduring Issue Essays, Thematic Essays, Short Answer Essays, Deliberations, Multiple Choice tests, and GRASP Performance Tasks.

Instructional Methods: The course is Inquiry-based and begins with vocabulary, then continues with content background lessons, multiple-choice formative check-ins, close-reads, a unit synthesis task, the end of the unit summative assessment, and GRASP Performance Task.

AMERICAN HISTORY & GOVERNMENT (Juniors) (Honors and Regular)

2 semesters (1 credit)

Prerequisites: successful completion of Humanities I & II or recommendation from a teacher and/or guidance counselor

This course is designed to prepare students for college, careers, and civic life and is rigorously aligned to the Maine Learning Results Standards and centered around essential questions covering the enduring themes of history. Inquiry-based learning starts with a question that students are trying to answer. All the classroom-based activities that are assigned & completed by the students are in service of this inquiry question. The summative performance task gives students a chance to answer the inquiry question on their own, as well as demonstrate what they have learned in the inquiry.

United States history begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution.

The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world.

Assessments: Baseline Assessments, Document Based Questions (DBQ), Short Essay Questions (SEQ), Long Essay Questions (LEQ), Inquiry-based Multiple-Choice tests, and Performance tasks.

Instructional Methods: The course is Inquiry-based and begins with vocabulary, then continues with content background lessons, multiple-choice and short answer formative check-ins, close-reads and unit synthesis tasks, and finally, the end of the unit summative assessment (which could include any combination of the following: DBQ, LEQ, SEQ, GRASPS Performance task, and multiple-choice questions).

ADVANCED PLACEMENT UNITED STATES HISTORY (Juniors/Seniors)

2 semesters (1 credit)

Prerequisites: successful completion of Honors Humanities II and/or Honors American History and Government or recommendation from a teacher and/or guidance counselor

The content of this course is based on learning objectives within the AP US History Curriculum Framework which are organized under the following seven themes: Identity (ID), Work, Exchange and Technology (WXT), Peopling (PEO), Politics & Power (POL), America in the World (WOR), Environment and Geography – Physical & Human (ENV), Ideas, Beliefs and Culture (CUL). The course uses a set of overarching inquiry problems and the seven themes, situated in 9 Periods, to organize and facilitate teaching and learning. AP U.S. History is intended to develop student's abilities to think like and do the work of historians. These skills will be developed throughout the course as students practice and improve their ability to analyze, evaluate and synthesize primary and secondary source materials, understand the past, orient themselves to the present, and prepare for the future.

Assessments: DBQs, LEQs, SEQs, and Inquiry-based multiple-choice questions.

ADVANCED PLACEMENT EUROPEAN HISTORY (Juniors/Seniors)

2 semesters (1 credit)

Prerequisites: successful completion of Honors Humanities II and/or Honors American History and Government or recommendation from a teacher and/or guidance counselor

The course focuses on sharpening historical thinking skills as students inquire into the past. The content is based on the learning objectives within the AP European History Curriculum Framework and is organized around the four historical periods. AP European History is intended to develop students' abilities to analyze historical sources and evidence, make historical connections, develop chronological reasoning, and create and support historical arguments. These skills will be developed throughout the course as students are provided opportunities to practice as they explore the five major themes.

Criteria & Assessments: All source analyses will use the APPARTS framework. All units will require students to ask questions and draw inferences either in their seminars or in their essays using the Question formulation technique. The seminars are opportunities for students to examine sources, interpretations, and arguments. Seminar criteria will be based on the DBQ, SEQ, & LEQ college board standards. All DBQs, SEQs, & LEQs will be scored using AP Criteria.

ADVANCED PLACEMENT SEMINAR (Sophomores/Juniors/Seniors)

2 semesters (1 credit)

Prerequisites: successful completion of Honors Humanities II and/or Honors American History and Government or recommendation from a teacher and/or guidance

AP Seminar is a foundational course that introduces students to the reading, writing, and research skills they will need to be successful college students and change agents in their world. Students engage in analysis and conversations about academic and real-world topics that interest them. Using an inquiry framework, students practice analyzing articles, research studies, and philosophical texts, viewing speeches, and experiencing artistic performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students who take and pass the AP exam for AP Seminar will be eligible to take AP Capstone their senior year. Students who pass the AP exams for AP Seminar, AP Capstone, and four additional AP courses will earn an AP Diploma from the College Board.

Assessments:

- **Unit Learning Journals:** Students will engage in daily exit tickets focused on the main goal of that day's lesson. As this is a formative assessment, students will be assessed on their willingness to thoughtfully engage and question the material rather than having to worry about perfect accuracy.
- **Progress Checks:** We will break large assignments into smaller, more manageable pieces and assess their completion and or accuracy depending on the task. This will allow us to model the time management necessary for upper-level classes.
- **Mock College Board Assessments -** During the year, students will engage in mock EOC As, EOC Bs, IRRs, and TMPs to prepare them for their submissions to the College Board.

ADVANCED PLACEMENT Research (Juniors/Seniors) 2 semesters (1 credit)

Prerequisites: successful completion of AP Seminar.

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Student Assessments and Class Grade Breakdown The following percentages represent the distribution that the College Board considers when creating a student's final numeric score.

AP Research Assessment Score Distribution

- Academic Paper – 75% of AP Score
- The academic paper consists of 4,000-5,000 words and will be written over the year. This paper showcases a student's research conducted during the class.
- No grade will be assigned for the quality of work.

Presentation and Oral Defense

(POD) – 25% of AP Score

- Once a student has submitted their academic paper, they will also be required to present their research findings and defend their choice regarding research methods and the contribution of their research to the current body of knowledge.
- Students will present to a panel that will also ask questions for the students to explain. The Presentation and Oral Defense will last approximately 15-20 minutes.
- A visual aid is required for this presentation.

ADVANCED PLACEMENT WRITING LAB (Sophomores/Juniors/Seniors)

2 semesters (1 credit)

Prerequisite: Admission to an AP course. (AP US History, AP Seminar, AP European History)

To prepare for these labs, students read college-level interpretive essays. These writing labs then help to bolster their critical thinking and analytical writing skills by reinforcing every stage of the writing process.

A typical lab sequence includes pre-writing/planning an essay answer with a peer lab partner, followed by writing—and electronic submission of—the essay. The lab includes whole-class reviews and critiques of a demonstration essay written by an anonymous classmate and displayed on the whiteboard. The four rules for these workshops are anonymity, respecting the author, critique to be helpful, and helping students to focus on feedback that helps both critiques and those critiqued.

Time and word limits help students hone both written expression and understanding in preparation for the Document-based and free-response questions on the AP exam.

PARTICIPATION IN CIVICS AND GOVERNMENT (Seniors) 1 semester (.5 credit)

Prerequisites: successful completion of US History or recommendation from a teacher and/or guidance counselor

This course is designed to prepare students for college, careers, and civic life and is rigorously aligned to the Maine Learning Results Standards and centered around essential questions covering the enduring themes of history. Inquiry-based learning starts with a question that students are trying to answer.

All the classroom-based activities that are assigned & completed by the students are in service of this inquiry question. The summative performance task gives students a chance to answer the inquiry question on their own, as well as demonstrate what they have learned in the inquiry.

This course aims to provide students with opportunities to become engaged in the political process by acquiring knowledge and practicing the skills necessary for active citizenship.

Participation in government and in our communities is fundamental to the success of American democracy. The course begins with the foundations of American democracy, then continues with: rights, responsibilities, and duties of citizenship, political and civic participation, and public policy. individual responsibility and the economy, and finally the tools of economic policy in a global economy.

Assessments: Pre-tests, Document Based Essays, Thematic Essays, Short Answer Essays, Deliberations, Multiple Choice tests, and projects.

Instructional Methods: The course is Inquiry-based and begins with vocabulary, then continues with content background lessons, multiple-choice formative check-ins, close-reads, and unit synthesis tasks, and finally the end of the unit summative assessment (which could include any combination of the following: document-based essay, thematic essay (either long or short), and multiple-choice questions).

ECONOMICS, THE ENTERPRISE SYSTEM, AND FINANCE (Seniors)

1 semester (.5 credit)

Prerequisites: successful completion of US History or recommendation from a teacher and/or guidance counselor

“Economics, the Enterprise System, and Finance” examines the principles of the United States' free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States' free market economy in a global environment and various policy-making opportunities available to the government to address these challenges.

This course is designed to prepare students for college, careers, and civic life and is rigorously aligned to the Maine Learning Results Standards and centered around essential questions covering the enduring themes of history. Inquiry-based learning starts with a question that students are trying to answer. All the classroom-based activities that are assigned & completed by the students are in service of this inquiry question.

The summative performance task gives students a chance to answer the inquiry question on their own, as well as demonstrate what they have learned in the inquiry.

Assessments: Pre-tests, Document Based Essays, Thematic Essays, Short Answer Essays, Deliberations, Multiple Choice tests, and projects.

Instructional Methods: The course is Inquiry-based and begins with vocabulary, then continues with content background lessons, multiple-choice formative check-ins, close-reads, and unit synthesis tasks, and finally the end of the unit summative assessment (which could include any combination of the following: document-based essay, thematic essay (either long or short), and multiple-choice questions).

WORLD LANGUAGES

At the center of human existence are language and the ability to communicate. As there are thousands of languages and dialects spoken in the world, the individual who studies another language adds a significant dimension to his/her ability to communicate. The study of foreign languages improves listening and reading skills, develops an appreciation for other cultures and creates opportunities. In addition to academic and professional benefits, the ability to communicate in another language can be a source of pleasure that greatly enriches one's personal life.

A biannual cultural immersion trip to a Spanish-speaking country is offered to eligible juniors and seniors. The trip is not mandatory and the cost is the responsibility of the student, although adequate fundraising efforts will be offered. Students wishing to attend this trip must be enrolled in Spanish III or IV at the time of the trip to ensure that they are academically and developmentally prepared for foreign travel.

SPANISH I 2 semesters (1 credit)

Prerequisites: None

Students will gradually attain skills in reading, writing, listening, speaking, and culture with early emphasis on reading and listening comprehension. Students will gain an understanding of basic structures in the Spanish language and will increase their Spanish vocabulary and knowledge of Spanish and Latin American culture throughout the year. Students will be expected to earn the grade of a 70% or higher to move on to Spanish II.

SPANISH II 2 semesters (1 credit)

Prerequisite: Spanish I with an average of 70 or higher.

Spanish II continues the study of grammar and vocabulary development. Students will increase proficiency in conversation and listening skills and will read and write assignments in present tense, while being introduced to the preterit (past tense). Knowledge of the literature, history, customs, and culture of Spain and Latin America will be increased. Students will be expected to earn a grade of 70% or higher to move on to a higher-level course.

SPANISH III 2 semesters (1 credit)

Prerequisite: Spanish II with an average of 70 or higher.

Spanish III will focus on advanced grammar, including imperfect (past) and future verb tenses. Students will refine linguistic skills learned in level I and II courses, and will increase vocabulary and grammar proficiency.

Students are expected to be self-motivated as they will be doing a considerable amount of reading and writing.

Instruction will often be in Spanish and students will communicate in the target language. Students will be introduced to and will analyze literature from Spanish-speaking countries.

Students wishing to enroll in advanced language courses (beyond level I) may be required to take a proficiency examination before admittance.

SPANISH IV 2 semesters (1 credit)

Prerequisite: Spanish III with an average of 70 or higher.

Spanish IV will focus on advanced grammar, including conditional and irregular verb tenses. Students will refine linguistic skills learned in level I and II courses, and will increase vocabulary and grammar proficiency. Students are expected to be self-motivated as they will be doing a considerable amount of reading and writing. Instruction will be in Spanish the majority of class time and students will communicate in the target language. Students will be expected to produce samples of their written and spoken work to reach proficiency.

Students wishing to enroll in advanced language courses (beyond level I) may be required to take a proficiency examination before admittance.

AP SPANISH

Offered through AP4ME

MUSIC

Objectives:

Music is a subject to be used, enjoyed, and shared, and the music department at Rangeley Lakes Regional School believes in this ideal. Music courses offered are to enhance the learning and enjoyment of music for each student to carry with him/her throughout life.

PIANO KEYBOARDING 2 semesters (1 credit)

Prerequisites: None

This course deals with the fundamentals of music. Students will learn to read and write in treble and bass clefs with basic rhythms. Basic piano techniques will be taught on electric keyboards, and students will write their own musical compositions. Students will use the piano book Alfred's Adult Piano Course

HS SINGERS VOCAL TECHNIQUE CLASS 2 semesters (1 credit)

Prerequisites: None

Vocal Technique Class is designed for voice students to work on the skills of singing, including vocal technique and solo vocal performance. Students will perform a variety of music, including classical, contemporary, and traditional styles from various time periods and cultures. The following vocal/musical skills will be stressed: proper vocal production, sight-reading proficiency, ear training, expansion of range, technical facility, a cappella singing, and dynamic nuances.

Various languages will be incorporated in the repertoire. Students will work on self-improvement by fostering and developing greater self-awareness, confidence, and expression. Students will prepare and audition for the Kennebec Valley Music Festival (in October), the All-State Music Festival (December) and the New England Music Solo and Ensemble Festival (December)

MUSIC THEORY 2 semesters~ (1 credit)

This course integrates the fundamentals of music, basic theory, listening and appreciation. Students study the integration aspects of melody, harmony, texture, rhythm, form and to some extent, history and style. Students will be taught to read, notate, transcribe, analyze, and compose music. It will include introduction to sight singing, melodic, and harmonic dictation, harmony, the elements of melody and rhythm, and other various components of basic theory.

HEALTH/ LIFE SKILLS; CAREER PREPARATION/ PHYSICAL EDUCATION

Objectives:

Health Education gives students the knowledge and skills to thrive physically, mentally, emotionally and socially. It helps the student recognize the causes of ill health and to understand the benefit of prevention, good hygiene, and appropriate medical care. Through health education students become aware of the dimensions of good health: physical soundness and vigor; mental alertness: expressing emotions in a healthy way; resiliency; and a positive relationship with family and friends. Health also includes sets of skills to help students make better decisions in the face of conflicting messages, thus assisting them to live healthier lives.

Physical Education gives the students' knowledge and skill to make the most of their physical and mental abilities. It gives them the building blocks of good health: physical fitness, coordination and good sportsmanship. Students will learn to assess their fitness levels and how to improve or maintain it. They will learn new skills, improve performance, and gain self-discipline while taking part in individual and group activities. The student will learn that participation on a regular basis has benefits that lead to a healthy lifestyle.

Life Skills; Career Preparation gives students the knowledge and skills needed for a successful career in the twenty-first century. Students will receive information regarding financial planning, job seeking and applying, interview skills, resume, reference and professional portfolio development. Guest speakers and trips will be included when appropriate. Students will learn how to plan for the future and the steps it takes to be successful in this process.

HEALTH EDUCATION I Meets 2-3x per week (.5 Credit)

Prerequisites: None

Course Description:

This course reflects the mandated course requirements outlined by the instructional standards and graduation requirements of the 1984 Education Reform Act for a comprehensive school health education program. A strong emphasis will be on the development of communication skills. CPR and emergency first aid to certification level will be included when available.

1. Community Health
2. Consumer Health
3. Environmental Health
4. Family Life Education
5. Growth and Development
6. Personal Health including Mental and Emotional Health
7. Nutritional Health
8. Prevention and Control of Disease and Disorders
9. Safety and Accident Prevention
10. Substance Use and Abuse

PHYSICAL EDUCATION I & II Meets 2-3x per week (.5 credit)

Prerequisites: PE I with an average of 85 or higher in PE I

Physical Education I & II will meet 2-3 times per week depending on the Green/Gold schedule for 40-80 minutes. These courses carry ½ credits per year.

Two years of Physical Education are required for graduation, (½ credit is awarded per year) it is strongly recommended that these be completed during the freshman and sophomore years.

Physical Education I & II are designed to develop and refine gross and fine motor skills, and to encourage physical fitness, and to provide activities for social and emotional development. Students are provided with numerous and varied activities and will gain knowledge to improve and maintain acceptable, healthy habits to fulfill a life of wellness.

Physical Education Activities (offered but not limited to)

Team Sports

Volleyball
Kickball
Soccer
Basketball
Baseball/Softball
Hockey

Individual Sports

Golf
Tennis
Fishing
Hiking
Kickball
Archery

Personal Fitness

Strength Training
Circuit Training
Conditioning
Cardiovascular Training
Flexibility
Stretching

Students are required to attend class and be prepared with proper clothing and footwear.

LIFE SKILLS/CAREER PREPARATION Meets 2-3 x per week (.5 credit)

Prerequisites: None

This course meets 2-3 times per week depending on the Green/Gold schedule for 40-80 minutes. This course will focus on skills needed for the twenty-first century. Students will receive information to begin planning their futures after high school.

This course facilitates the in-depth exploration of three fundamental questions:

1. Who am I?
2. What do I want?
3. How do I get it?

Key items that will be a focal point include, but are not limited to:

- Financial Planning
 - Checks, Balances, Credit, Loans, Interest Rates, Budgets
- Job Seeking and Applying
 - Interview Skills
 - Resume Building
 - References
 - Professional Portfolio

* Guest speakers and trips will be included when appropriate.

PERSONAL FITNESS 2 semesters (1 credit)

Prerequisites: Junior/ Senior with an average of 85 or higher in PE II and teacher recommendation.

This course meets 2-3 times per week depending on the Green/Gold schedule for 80 minutes and carries 1 credit.

This course is designed to provide students with opportunities to develop their own fitness programs, which can be carried over into adult life. The main areas of Fitness- Flexibility, Absolute Strength, Dynamic Strength, Aerobic Capacity, and Body Composition will be addressed.

The course will be strongly centered around gym activities and may include classroom work when appropriate. Because this is a physically active course, **participation is a basic requirement**. Students may be required to keep journals, which include class and outside activities to log daily/weekly/monthly progress. Emphasis is based on self-motivation and procuring an appreciation for fitness and recreation in adult life.

YEARBOOK AND STUDENT PUBLICATIONS

2 SEMESTERS (1 Credit). Prerequisites: Good Academic Standing (All grades 70% and higher)

This is a yearlong one credit elective course open to any student in good academic standing. This course will be offered (subject to sufficient enrollment and schedule conflicts) as an alternative to the extracurricular preparation of the school yearbook. Students will be responsible for the design, layout, and the submission of all materials for the publication of the school yearbook. Instruction will be provided in the use of digital cameras, scanners and computer applications including Photoshop as needed. Students will also be responsible for the sale of yearbooks, ad spaces and will manage other business aspects of the publication.

With the completion of yearbook publication in the fourth quarter, students will be responsible for marketing and planning a Yearbook Signing event and the distribution of yearbooks and record of payments.

Student Assessment will be based on successful completion of the curriculum including, but not limited to, design, photography, content and coverage, marketing and budgeting, writing stories, and press law and ethics. Individual roles and tasks, functioning as a project team member and quality of product production will also be assessed.

DIGITAL MEDIA

GRAPHICS 2 semesters (1 credit)

Students will experience the real world of professional Advertising. Students will learn how to use image-editing software that combines a full range of painting, editing, and image composition tools; sophisticated selection tools; and methods for adjusting gray levels and color in continuous-tone images. Also learn to combine typographic and illustrative skills with their image editing skills.

Students will learn the history of graphic design, its principles, and effective use of advertising matter.

Students will enter an electronic darkroom and experience art production tools that lets one transform scanned images, create original or composite artwork, collages and photomontages. As a post-production tool, students will learn how to edit images and produce high-quality color separations and halftones.

Recommended materials: sketchpad

Assessments: Research & Development, Project Presentations, Portfolio

ADVANCED GRAPHICS 2 semesters (1 credit)

Prerequisites: B- Average Graphics and teacher recommendation.

Offered to highly motivated students who have passed Graphics with outstanding marks in order to prepare a two-year portfolio in either Advanced advertising or video and film production. Graphic designers are visual problem-solvers who use a wide variety of concepts and media to inform, direct, promote, entertain, engage, and educate specific audiences. The Advanced Graphics program prepares students to integrate design principles, methods, concepts, images, words, and ideas to creatively convey visual messages meant to produce specific responses from diverse audiences.

Requirements: camera, sketchpad

Assessments: Research & Development, Project Presentations, Portfolio

DIGITAL VIDEO/FILM (year 2 of advanced graphics portfolio)

2 semesters (1 credit)

Prerequisites: B- Average Advanced Graphics and teacher recommendation.

The ability to tell a story visually that is dramatically and emotionally compelling; a distinct directorial voice; comprehensive filmmaking ability, as evidenced by the thesis project; the demonstrated ability to lead a team of both performance and production artists toward the shared goal of a finished film an understanding of the processes and systems by which work might be produced and completed, as well as an awareness of the resources and opportunities available to filmmakers. This could be in experimental animation or film.

Assessments: Research & Development, Project Presentations, Portfolio

ADVANCED ADVERTISING (year 2 of Advanced Graphics Portfolio). 2 semesters (1 credit)

Prerequisites: B- Average Advanced Graphics and teacher recommendation.

Graphic design students are exposed to a full range of topics including information design, Web and interaction design, branding and identity design, design systems, exhibit and wayfinding design, user experience design, and professional practices. With a balance of history, theory, problem solving approaches, conceptual exploration, applied problem solving, human interaction, and the integration of technology, students gain the knowledge and skills needed to create innovative and effective design solutions for a wide range of media and audiences.

Assessments: Research & Development, Project Presentations, Portfolio

PHOTOGRAPHY AND GRAPHICS – 2 semesters (1 credit)

This graphics course will focus on the basics of black and white photography using both film and digital cameras. Students will study, pinhole, Holga, 35mm and digital forms of photography as well as the processing of film and the editing of digital images. The course will introduce layout programs as needed to connect the images with typography to create authentic forms of visual communication found in the advertising realm.

Photography will be explored as a tool for advertising and also as a storytelling medium for documentation and portraiture.

Students will learn the principals of photography, history of graphic design, design principals and effective use of advertising.

Recommended materials: sketchpad

Assessments: Research & Development, Project Presentation, Portfolio

VISUAL AND PERFORMING ARTS

These courses are aligned with the Maine Learning Results.

Visual Arts MLRs:

A1 Artist's Purpose

A3 Disciplinary Literacy

B2 Compositional Skills

B3 Making Meaning

C1 Creative Process

D1 Aesthetics & Criticism

E1 Art History & World

Creating

#VA:Cr1.1 Anchor Standard: Generate and conceptualize artistic ideas and work. #VA:Cr2.1

Anchor Standard: Organize and develop artistic ideas and work.

Responding

#VA:Re7.1 Anchor Standard: Perceive and analyze artistic work.

#VA:Re8.1 Anchor Standard: Interpret intent and meaning in artistic work.

Connecting

#VA:Cn10.1 Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

ART 2D / 3D 2 semesters - (1 credit)

Prerequisites: None

Students will receive instruction in the elements of art, principles of design, art history, artists and art styles, to introduce students to the art tools, terms and techniques they need to express

themselves in 2 and 3 dimensions. Students will learn art vocabulary, critical analysis and problem-solving skills while practicing and discovering their own art style or voice.

There are formative and summative assessments and assignments, which are given to strengthen the concepts taught in each unit. Weekly sketch prompts and homework assignments will be given.

Students are required to have a wire bound sketchbook, a kneaded eraser and a 2B pencil for the course.

ART 2, 3, 4 ADVANCED ART 2 semesters - (1 credit)

Prerequisite: Art 2D/3D, C or better average in Art 2D/3D

Sophomore - Painting and Drawing - 2 semesters - 1 credit

Sophomore and Junior - Advanced Drawing - 1 credit

Sophomore and Junior - Fine Art and Craft - 1 credit

Sophomore – Painting and Drawing – 2 semesters – 1 credit

Sophomore and Junior – Advanced Drawing – 1 credit

Sophomore and Junior – Fine Art and Craft – 1 credit

These courses are designed to build on the skills obtained in the Art 2D / 3D course. The students will be expected to implement the skills learned in the beginning class to develop individual interests and ideas from which they can establish their own artistic voice. Emphasis will be placed on craftsmanship, completion of an artwork from conception to product and being responsible for timely completion of art works.

Students will be required to do outside readings and research as it relates to the content of the course. Weekly sketch prompts will be given

Students are required to have a wire bound sketchbook, a kneaded eraser, a number of drawing pencils including a 2B and at least 5 fine point permanent markers. These materials should be kept in a folder or drawing box.

ADVANCED PLACEMENT STUDIO ART 2 semesters (1 credit)

Prerequisite: “B” average in Art 2D/3D and Art 2, 3, 4 with recommendation of the teacher.

Grade 11 AP Studio Junior General Portfolio ~ 1 credit

Grade 12 AP Studio Senior General Portfolio ~ 1 credit

Grade 12 AP Studio Art Lab - 1 credit

It is recommended that the students in an AP Studio Art Class sign up for the ART 2,3,4 or the actual AP Lab class to accompany this course and serve as a lab for the class.

The Advanced Placement Studio Art courses are college-level courses in the visual arts. Each course is intended to offer the student a college-level curriculum in the high school environment.

Students who successfully complete the course can request up to 6 college credits from the college or university they will attend. The awarding of college credit for AP scores is at the discretion of the individual schools. Colleges and universities will review a student's portfolio before awarding advanced credit.

Students enrolled in the Advanced Placement Studio course will be expected to produce a minimum of 40 works of art in a variety of media, techniques and subject matter over the course of two years. Emphasis is placed on drawing from observation; the application of design and color principles; understanding the fundamentals of three-dimensional design and the elements of art. The student will develop a body of work that is of their own choosing. The work will recognize the influence of art history and its role in the development of visual ideas. Students will apply the critique process in written and oral form for peer and self-evaluation purposes.

Students are expected to work both in school and at home throughout the school year. All assignments are to be turned in on time and be complete. Late work will be not be allowed because of the strict deadline enforced by the College Board for portfolio submission. Sketchbooks are to be carried and used daily to record thoughts and ideas in the development of a personal style. These will be checked periodically and factored into the studio grade. Field trips to museums, galleries and other cultural venues are considered a part of the curriculum and attendance is required. Students will not be excused from these offerings without a note from their parent or a teacher.

In order to successfully complete this course a junior must produce 16 individual works:

8 works of art in color and design for 2D and Drawing portfolios.

8 works of art that demonstrate a range of understanding of drawing

15-20 works of art based on a common theme selected by the student. This work must demonstrate a serious purpose and show growth over time.

8-10 sculptures for 3D portfolios.

In order to successfully complete this course a senior must produce:

14-20 works of art that demonstrate a range of approaches to drawing and painting .

Many, but not all, of these assignments may be teacher-directed. 15-20 works based on a theme selected by the student. These works must demonstrate a serious purpose and show growth **over time**.

8-10 sculptures for 3D portfolios which show artistic voice and purpose.

Students should have a loose-leaf three ring binder, a sketchbook, drawing pencils and pens and a simple cardboard portfolio for storage of works.

WORK EXPERIENCE (Credit varies according to time commitment)

Prerequisite: Sophomore standing or higher, meets co-curricular eligibility, and completes the application process

The purpose of the Rangeley Lakes Regional School Work Experience Program is to offer complementary and experiential learning experiences to traditional education for high school students.

Working with the local business community and organizations, instructors, and administrators seek to promote excellence in skill acquisition, positive work attitudes, personal satisfaction, and responsibility in the individual. Youth need social experiences with adults who exemplify characteristics of responsibility, work ethic, and the ability to build positive human relationships. These qualities are taught through planned, “hands-on” learning opportunities away from school that meet each student’s educational needs and goals.

Classroom coursework may also be required in this program. No more than two credits per year may be earned through work experience. In order to apply for Work Experience, students must complete an application available in the School Counselor’s office. The application will include a brief description of the student’s career aspirations and why they are interested in completing a work experience, as well as where they are planning to complete their work experience.

STUDENT AIDE 2 semesters (1 credit)

Prerequisite: Sophomore standing or above, meets co-curricular eligibility, and completes the application process

Student volunteers may work on a yearlong basis, a semester basis, a project basis, occasionally, or an on-call basis for a designated or a variety of teachers assisting them on an informal basis for designated activities. Students may earn one credit through Student Aide per year and hours spent may be utilized as community service work.

In order to apply for Student Aid, students must complete an application available in the School Counselor’s office. The application will include a brief description of the student’s career aspirations relating to education or working with children and why they are interested in being a Student Aide.

STUDENT MENTOR 2 semesters

Prerequisite: Meets co-curricular eligibility, Sophomore standing or above

Student Mentors work on a yearlong basis with elementary or middle school level students. Mentors must complete the Mentor training program and will meet with the Mentor advisor individually on a bi-weekly basis and in a group training/support session on a bi-weekly basis. Students will be expected to carry out mentoring activities in school during assigned periods and out of school on at least a weekly basis.

INDEPENDENT STUDY (Credit varies)

Only instructors currently employed at RLRS may teach Independent Study courses.

Prerequisite Students must complete a proposal form for their Independent Study and must have the permission of the instructor, as well as approval from the School Counselor and Principal

This is an alternate method for a student to earn credit for a course that cannot be scheduled during the regularly offered time period. This is also an opportunity for a special topic study or advanced study. Students must arrange with the RLRS teacher to do this. Approval depends on teacher time, student schedules, as well as, student performance. Student performance and continuation of courses will be evaluated quarterly.

Failure to maintain adequate progress will result in the termination of the independent study. Responsibility for the course rests with the student.

The course will be classified on the student transcript by the course title. Independent Study proposal forms are available in the School Counselor's office and include a description of the topic and goals of the Independent Study, as well as how participating in the Independent Study connects to the student's future goals.

ONLINE CLASSES (credits vary)

Prerequisite: Permission of School Counselor, High School Principal, and subject to teacher recommendation

Students may enroll in online high school or college-level courses, which are not offered at RLRS as part of the regular course of studies. Students will be limited to two online courses per semester. All courses will be offered through accredited institutions and approved in advance by the School Counselor and Principal. Factors for approval may include but are not limited to GPA, attendance, prior success in distance coursework, and course prerequisites as determined appropriate.

Virtual High School

VHS serves over 600 schools around the world with our wide range of supplemental program options.

VHS helps thousands of students in over 40 states and 30 countries succeed in online classrooms. We offer a wide range of options including:

- Courses that you can take at your school as part of your face-to-face school day
- Full-time online school if you can't attend school face-to-face
- Courses to help you get ahead, in the summer or during the school year
- Flexible Credit Recovery courses to help you catch up - whenever you need them!
- More than 20 Advanced Placement® courses to help you earn college credit
- Over 200 unique courses to help you discover future college and career paths.
- See the school counselor for a list of course offerings available.

For more information about VHS, please visit <https://www.vhslearning.org/>

AP 4 ME

The Maine Department of Education (DOE) and the University of Maine System are pleased to announce a partnership for the statewide AP4ME program.

The AP4ME program has become increasingly popular among high school students throughout the state by offering the opportunity to take Advanced Placement (AP) courses, completely online, regardless of where they live or their school's ability to support AP courses.

AP4ME courses are online and offered free of charge to any student residing in a Maine School Administrative Unit. All Maine high school students are eligible to enroll in a maximum of two AP4ME courses per academic year. Homeschool students registered with the Maine Department of Education may also participate in AP4ME classes (up to two courses per academic year). Students who enroll in an AP4ME course should be prepared academically and should be ready for the rigors of online learning.

When registering students, schools are expected to place students appropriately, confirming the student is academically prepared to participate in an Advanced Placement course.

Students will work with the School Counselor and content teachers when considering AP courses. The School Counselor will work with the student to register for classes. Students may take up to 2 AP

For the 2023-24 school year, AP4ME will offer the following courses:

- **AP Art History**
Prerequisites: There are no prerequisites for AP Art History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.
- **AP Biology**
Prerequisites: Students should have successfully completed high school courses in biology and chemistry
- **AP Calculus BC**
Prerequisites: All students should have successfully completed courses in which they studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, they should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions, as well as sequences, series, and polar equations. They should know how to graph these functions and solve equations involving them. They should also be familiar with algebraic transformations, combinations, compositions, and inverses for general functions.
- **AP Computer Science A**
Recommended Prerequisites: High school courses in English and algebra, and familiarity with functions and the concepts found in the uses of function notation.
- **AP English Language & Composition**
Prerequisites: There are no prerequisites for AP English Language Composition. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.
- **AP Environmental Science**
Prerequisites: Students should have taken two years of high school laboratory science, including life science and physical science, along with at least one year of algebra before enrolling in AP Environmental Science.
- **AP European History**
Prerequisites: There are no prerequisites for AP European History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.
- **AP Human Geography**
Prerequisites: There are no prerequisites for AP European History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.
- **AP Macroeconomics**
Prerequisites: There are no prerequisites for AP Macroeconomics. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.
- **AP Music Theory**
Prerequisites: Ability to read and write musical notation and basic voice or instrument performance skills.
- **AP Psychology**
Prerequisites: There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

- **AP Spanish Language & Culture**
Prerequisites: There are no prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.
- **AP Statistics**
Prerequisites: There are no prerequisites for AP Statistics
- **AP U.S. Government & Politics**
Prerequisites: There are no prerequisite courses for AP United States Government and Politics. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.
- **AP U.S. History**
Prerequisites: There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.
- **AP World History**
Prerequisites: There are no prerequisites for AP World History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.
For more information on AP4ME, please visit <https://www.maine.edu/early-college/ap4me/>

University of Maine System Early College

The program focuses on students attending high schools in rural communities throughout Maine and strives to increase academic rigor, provide an affordable pathway to college with opportunities for rural high school students to experience college learning and earn college credits, increase post-secondary aspirations for rural Maine students through specific aspirations programs, and increase high school and university collaboration, efficiency, and alignment.

According to the Department of Education, to be eligible for tuition-free early college courses, a Maine student must:

- Be a full-time high school student
- Have a recommendation from the high school guidance counselor
- Have the consent of their parent or guardian
- Have a B or better academic average or permission from the high school guidance counselor
- Be a resident of the state of Maine
- Meet academic course prerequisites, if any
- Be attending a state-eligible secondary school or state-approved homeschool

Homeschool students are eligible if they have filed a letter of intent to homeschool with the State of Maine. Parents will approve applications in lieu of a school counselor. An ExplorEC guide for parents is available. If parents approve applications for a student who is not registered with the state, parents may be responsible for tuition costs at the Early College rate. Students may earn up to 12 college credits per year and may take up to 6 credits per semester (2 college courses per semester). Students will earn 1 high school credit for each semester-long college course. For more information about early college visit <https://umaine.edu/earlycollege/>

VOCATIONAL EDUCATION

VOCATIONAL EDUCATION 1.5 credits per semester

Available through Foster Career Technology Education Center in Farmington (Mt. Blue Campus). For more information please visit www.fostercte.com

Prerequisites: Junior or Senior Status

Full Year Programs:

Biotechnology
Building Construction
Business Academy
CNA-Nursing Assistant
Commercial Arts and Photography
Composites Manufacturing
Computer Technology
Culinary Arts
Digital Media
Early Childhood Occupations
Emergency Medical Technician
Employability Skills
Firefighting
Forestry & Wood Harvesting
Law Enforcement
Mechanical/Architectural
Metal Fabrication
Outdoor Leadership
Plumbing & Heating
Pre-engineering

Two Year Programs:

Automotive Technology