

PROGRAM OF STUDIES

2018-2019



CONY HIGH SCHOOL

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2018-2019**



Cony Middle and High School

Habits of Work

<p>Prepares for Class <i>*Self Directed and Life-Long Learner</i></p>	<ul style="list-style-type: none"> • Arrives to class on time with necessary materials and locates them quickly • Completes outside assignments/homework • Uses effective organization system • Seeks extra help when needed and advocates for self • Demonstrates initiative and develops independence
<p>Engages in Class <i>*Clear and Effective Communicator</i> <i>*Responsible and Involved Citizen</i></p>	<ul style="list-style-type: none"> • Attends class • Participates positively and constructively in class • Focuses on learning during class activities and participates in discussions and collaborative tasks without disrupting others, or off-task behaviors • Recognizes and adjusts communication based on intended audiences • Communicates actively and listens to peers and teacher • Behaves ethically and treats others with respect • Uses all materials with care and returns them • Works effectively in collaborative or independent situations to solve a problem or complete a task • Accepts responsibility for personal decisions and actions
<p>Demonstrates Effort and Perseverance <i>*Creative and Practical Problem Solver</i> <i>*Self Directed and Life-Long learner</i> <i>*Integrative and Informed Thinker</i></p>	<ul style="list-style-type: none"> • Uses instructional time to improve learning • Perseveres when material is difficult or challenging • Uses feedback effectively to revise work • Demonstrates flexibility in thinking • Makes up work in a timely manner • Completes all assigned material to the best of ability • Evaluates and synthesizes information from multiple sources

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

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

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

REQUIREMENTS FOR A CONY HIGH SCHOOL DIPLOMA – CLASSES OF 2019 and 2020

In accordance with Augusta School Board Policy IKF, you must earn at least 24 credits, with the following minimum distribution: Please note that our current schedule allows for up to 8 credits per year, for a total of 32 over four years.

SUBJECT	# of credits	SUBJECT	# of credits		
English	4	Civics**	½	Electives	7½
Mathematics*	3.5	Economic Foundations	½	Community Service	20 hours
Science	3.5	Physical Education	1	over 4 years	
U.S. History	1	Health	½	Advisor/Advisee	¼ credit/yr
Global Insights	1	Visual/Performing Arts***1			

*A credit of AP Statistics will satisfy the half credit Intro to Probability/Statistics requirement.

** A credit of AP Government will satisfy the half credit Civics requirement.

***The Visual/Performing Arts requirement may be met by one credit of Band or Chorus, one credit of Intro. to Art, OR two half-credit classes of either Intro to Music Theory, Drawing, Painting, Ceramics, Sculpture, Theater 1, Advanced Theater Technique, Intro to Guitar or History of American Music.

REQUIREMENTS FOR A CONY HIGH SCHOOL DIPLOMA - CLASS OF 2021 and 2022

In accordance with Maine law and Augusta School Board Policy IKF, the awarding of a Cony High School diploma will be contingent upon the demonstration of proficiency, and the earning of credits, in the content areas of Maine’s system of Learning Results, and meeting the cross-content performance standards of the Guiding Principles of the Learning Results.

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

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

- C. Exposure to the cross-content performance standards set forth in the Guiding Principles of the Learning Results.

- D. Earn a minimum of 24 educational experiences/credits with the following distribution: (Note: The terms “experiences” and “credits” will be used interchangeably)

SUBJECT	# of experiences	SUBJECT	# of experiences		
English	4	Civics**	½	Electives	5½
Mathematics*	3.5	Economic Foundations	½	Community Service	20 hours
Science	3.5	Physical Education/Health	1½	over 4 years	
U.S. History	1	Visual/Performing Arts***	1	Advisor/Advisee	¼ credit/yr
Global Insights	1	World Languages	2 ****		

* A credit of AP Statistics will satisfy the half credit Intro to Probability/Statistics requirement.

** A credit of AP Government will satisfy the half credit Civics requirement.

***The Visual/Performing Arts requirement may be met by one credit of Band or Chorus, one credit of Intro. to Art, OR two half-credit classes of either Intro to Music Theory, Drawing, Painting, Ceramics, Sculpture, Theater 1, Advanced Theater Technique, Intro to Guitar or History of American Music..

****Level 1 World Language taken successfully through Cony Middle School will count as 1 credit towards high school graduation.

Please note that these are minimum graduation requirements. Depending upon your postsecondary plans, you should choose the optimum number of credits and academic courses to meet expectations of either four or two year colleges, or employers. The worksheet provided on the last page will help students and parents make appropriate plans for their four years at Cony.

REGISTRATION INFORMATION - COURSE LOAD REQUIREMENTS

Credit requirements: Students must be enrolled in the following minimum number of credits per year, per grade level:

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

Grade 11..... six credits
Grade 12..... six credits

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

In keeping with Augusta School Board Policy IKAB: In addition to progress reports and report cards, for students in 9th, 10th, and 11th grade, students and parents will receive formal notification by the end of quarter 4 of insufficient progress. Students seeking a diploma will be notified of insufficient progress and may not qualify for a high school diploma at the end of 1st semester, end of 3rd quarter and end of 4th quarter.

POLICY ON SCHEDULE CHANGES

Schedule changes will only be made for the following reasons:

1. Strengthening of a program by adding a subject;
2. Failure of a preceding course in a sequence, or a prerequisite course.
For example, if a student fails Algebra 1, then Algebra 1 must be repeated before a student may take Geometry or Algebra 2.
3. Recommendation by an IEP (Individual Education Plan) or a staffing;
4. Successful completion of a course through Adult Education;
5. Being assigned a teacher with whom the student has failed (if scheduling allows);
6. Student request ONLY with approval of teacher, counselor and parent.

Schedule change requests will NOT be considered for the following reasons:

1. Changing from one teacher to another in the same subject and/or program (lateral change);
2. Changing a lunch period;
3. To free up either the afternoon or morning;
4. To be with friends, or to not be with certain students.

ADD/DROP PERIODS

At the start of each semester, there will be a designated Add/Drop period when students may change their course assignments without reflecting a grade. Changes are based upon availability and space, as well as the Add/Drop Policy.

ADVISOR/ADVISEE PROGRAM

The mission of the Advisor/Advisee system is to provide students with a secure environment and access to information that may enhance their educational experience. Advisors will advocate for and encourage students to achieve their highest potential and become responsible members of the school community. Students keep their advisor group and advisor for four years.

Each year, advisors work on a variety of topics by grade:

Freshmen – Personal/Social/Academic Success Skills

Junior – Postsecondary exploration and Study/Test Prep Skills

Sophomore – Career exploration and Study/Test Prep Skills

Senior – Postsecondary finalization, graduation and community involvement

MAINE EDUCATIONAL ASSESSMENT - SAT

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

POSTSECONDARY PLANNING

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

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

Seniors applying to college should meet with their counselors at the start of senior year to see if they need to re-take the SAT in the fall, or if the schools to which they are applying also require additional testing, such as **SAT Subject Tests**. Please note that only a small percentage of college require Subject Tests.

Some schools, such as two year community colleges and UMA, may take an Accuplacer Test in place of the SAT. Please see your counselor for more information.

In addition to testing, students should pay attention to the following recommendations when choosing their classes. **Juniors should be meeting with their counselors prior to choosing classes for their senior year to ensure that they meet both graduation and college requirements.**

PLEASE REFER TO THE ACADEMIC PREPARATION CHART AT THE BACK OF THE PROGRAM OF STUDIES TO HELP WITH FOUR YEAR COURSE SELECTION AND PLANNING!

FOUR-YEAR HIGH SCHOOL WORKSHEET

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

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

ACADEMIC ADVANCEMENT

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

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

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

EARLY GRADUATION (School Board Policy IKFA)

Students who are interested in exploring an early graduation option (graduating after three years) should meet with their guidance counselor, the principal and their parents by June of their sophomore year. Approval for Early Graduation must come from the principal. **ALL EARLY GRADUATES MUST STILL PARTICIPATE IN THE MAINE EDUCATIONAL ASSESSMENT REQUIRED BY ALL THIRD YEAR HIGH SCHOOL STUDENTS.**

Please be aware that Early Graduates cannot be ranked with the senior class, participate in Honors parts at graduation, or be considered for Cony scholarships.

INCOMPLETE GRADES

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

WITHDRAWAL GRADES

Students who withdraw from a class after the first grading period will receive a grade of Withdrawal/Passing (WP) on their transcript if their cumulative grade is 70 or above, or a grade of Withdrawal/Failing (WF) if their cumulative grade is failing, as determined by the teacher. Students cannot withdraw from a class 1 week prior to final exams.

EARNING CREDIT THROUGH OUTSIDE PROGRAMS (School Board Policy IKF)

No more than six (6) credits earned outside the regular Cony High School program may be applied to graduation requirements. This six-credit rule does not apply to Dual Enrollment, transfer or home schooled students. The principal reserves the right to authorize exceptions on a case-by-case basis. All outside programs for credit must be arranged through the Guidance Office and have prior principal approval.

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

- a. Students cannot enroll in a course which is offered at Cony, or enroll in a graduation requirement, without prior approval of the principal/designee.
- b. Students are responsible for the cost of the class. Students may be eligible for tuition reduction or waiver at some institutions. Check with your school counselor for information on early college awareness programs.
- c. Grades for outside credit are only added to the transcript after the class is completed, and the guidance office receives official notification of the grades by means of an official transcript.

AUGUSTA ADULT & COMMUNITY EDUCATION

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

Students who are either Juniors or Seniors, and have permission from parent(s) and counselor, may be able to make up a failed class through Augusta Adult Education. No more than SIX (6) classes earned outside the regular Cony High School program may be applied toward the credits needed for graduation. Credit will only be given for approved Adult Education courses. Students must receive approval through their school counselor.

Students who are at least 17 years old may transfer their entire educational program to Augusta Adult Education, following a meeting with their parent(s), school counselor, asst. principal, and Adult Education counselor. Adult Education students who complete their program will receive a Cony High School diploma through Augusta Adult Education and may participate in the Augusta Adult Education graduation ceremony.

OPPORTUNITIES FOR COLLEGE CREDIT/ADVANCED PLACEMENT

Advanced Placement Courses (AP) are offered in U.S. Government, English (Language and Composition and Literature and Composition), Biology, Chemistry, Calculus (Both A/B and B/C), Statistics and United States History.

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

Dual Enrollment: Cony High School offers Dual-Enrollment classes through the Univ. of Maine at Augusta, Thomas College and Kennebec Valley Community College (KVCC) for juniors and seniors. Those students who successfully complete dually enrolled classes with a grade of C or better may receive college credit through those respective colleges. It is entirely up to each college to determine whether a student has met college standards or not. Some classes may require minimum SAT or Accuplacer scores before they may be enrolled. In some cases, a posting fee may be required by the college. Most Dual Enrollment classes require a Summer Assignment.

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

Additional opportunities for college credit may be available through the community college system, University of Maine at Augusta, or other area colleges. Please see your school counselor for more information.

HONOR ROLL

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

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

JUNIOR/SENIOR PRIVILEGES

In order to receive privileges, as determined each quarter, juniors and seniors must have all grades at a minimum of 85 per quarter, or 82 in an honors/ AP course. This policy applies only to privileges, and not to Honor Roll.

HONOR PARTS AT GRADUATION (School Board Policy IKF)

In accordance with Augusta School Board Policy IKF, in order to qualify for an honors part at graduation, a student must have been enrolled full time at Cony High School during the year of graduation. Students who do not meet this enrollment requirement will not be "ranked" for the purpose of determining eligibility for graduation honors, awards, or scholarship.

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

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

469/5=93.8 GPA

WEIGHTED COURSES - RANK IN CLASS

Only Honors, AP and other courses in the following list will be weighted for the sole purpose of determining Rank in Class, which will be computed at the end of the junior year for college applications, and at the end of the first semester senior year to determine the top 10 students in the graduating class. AP Classes receive a weight of 1.1%, and honors, dual enrollment, outside college classes and advanced classes are weighted at 1.05%.

College courses taken outside of Cony will only be added to the student's transcript and rank in class AFTER the course has been complete, and the student has provided an OFFICIAL TRANSCRIPT from the college. College classes are weighted as honors classes – 1.05%.

High school credits earned in middle school ARE included in the student's total grade point average and rank in class. Like regular high school classes, they are weighted if they are taken on the Honors level.

Students that transfer into Cony High School will only be added to the ranks if/they enroll prior to the beginning of their senior year. Home schooled students will be ranked when they have completed two (2) years of full-time schooling, or a minimum of 12 credits at Cony High School.

AP/Honors Courses Weighted for Rank in Class

Anatomy	German 3, 4	UMA Digital Photography
AP Biology	Honors Algebra 1, 2	UMA Dual Enrollment English
AP Calculus A/B and B/C	Honors English 1, 2	Thomas College Dual Enrollment
AP Chemistry	Honors Biology	Classes
AP English Lit & Comp	Honors Chemistry	KVCC Dual Enrollment Classes
AP English Language & Comp	Honors Geometry	Any completed college class that has been
AP Government	Honors Global Insights	previously approved through the Guidance
AP Physics	Honors Physics	Office.
AP US History	Honors Precalculus	
AP Statistics	Honors World History	
Calculus	Latin 3, 4	
French 3, 4	Spanish 3, 4	

PROGRAM DEFINITIONS

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

Integrated/Technical: The Integrated/Technical program integrates the learning of ideas and concepts with an emphasis on applied principles. These courses prepare students for a two or four-year college degree program or employment. Technical electives may also be chosen that complement a student's college or career choice.

College Preparatory: College Preparatory classes provide a rigorous preparation for a four-year college program.

Honors/Advanced and Dual Enrollment: The Honors/Advanced and Dual Enrollment programs promote in-depth learning of abstract or theoretical concepts at an accelerated pace with an emphasis on critical thinking skills, analysis and synthesis. These rigorous programs prepare students for a four-year college degree program. **It is expected that students in Honors and/or Dual Enrollment classes will maintain a 76 grade point average.**

The Advanced Placement (AP) program is a cooperative educational endeavor between secondary schools, colleges and The College Board. Students complete college level courses that prepare them for a national exam. Participating colleges will grant credit, advanced placement, or both, to students who receive a qualifying score on the AP exam. **It is expected that students in AP classes will maintain a 76 grade point average.**

The expectations in Honors/Advanced, Dual Enrollment and AP courses are high in terms of quality of work, time and participation. **Some may also require summer work. It is the student's responsibility to pick up the summer assignment from the appropriate teacher.**

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

COURSE OFFERINGS FOR 2018-2019

ENGLISH

English/Language Arts Proficiency Standards are identified through Common Core State Standards. See Reporting Standards for specific courses at the end of this publication.

118 FRESHMAN ACADEMY ENGLISH SEMINAR (1 credit): **By recommendation only.** Freshman Seminar will be selected for students based upon 8th grade assessments and teacher recommendation. This course offers students the opportunity to improve their reading and writing

skills. Using both fiction and nonfiction reading samples, students will learn how to construct the five major writing genres: personal, descriptive, narrative, expository and persuasive. Active reading and the writing process are stressed. Students will be given instruction and practice with basic grammar, spelling, and mechanics. The course is heavily weighted on participation and effort, with 50% of the grade based on in-class practice of skills and 50% based on final writing pieces basic grammar, spelling and mechanics.

102 HONORS ENGLISH 1 (1 credit): Do you love to read and write? If so, this is the class for you. You will read the same literature as English 1, and more. You will write the same basic assignments, and more. In addition to a research paper, you will read two books independently. Because we will be studying literature and writing in greater depth, and since we will also be covering more material, you should anticipate a heavier work load than for College Prep English 1. A summer reading/writing project is required. **You must maintain a minimum average of 76 to remain in this course.**

104 COLLEGE PREP ENGLISH 1 (1 credit): Welcome to Freshman English! You will read and analyze famous literature such as Ulysses and Romeo and Juliet, and sample more contemporary offerings such as To Kill a Mockingbird, short stories, and poetry. You will also write descriptive and narrative assignments, as well as many expository essays. You will learn about MLA format when you write your research paper. Presentations are an important part of communication. For some presentations you will be part of a group, but in others you will do a solo act. Vocabulary study will help prepare you for the PSAT's in your sophomore year and the SAT's in your junior year.

114 TECHNICAL ENGLISH 1 (1 credit): This course offers students the opportunity to improve their reading and writing skills in preparation for the workplace. Focused heavily on active reading and practical writing, students will learn to analyze and interact with text. Using both fiction and nonfiction reading samples, students will learn how to analyze literature and also how to extract information from nonfiction sources. Writing will focus on narrative, expository and persuasive pieces. Following the writing process will result in improvements in grammar, mechanics and clarity in their own writing.

103 HONORS ENGLISH 2 (1 credit): This is another course for gifted English students. Your Shakespearean play will be The Merchant of Venice, and you will read novels such as Lord of the Flies. Your research is a critical analysis that will require you to read four novels by the same author, to research the author and critical writings, and to develop your own thesis statement. Again, you should anticipate a heavier work load than for College Prep English 2. A summer reading/writing project is required. **You must maintain a minimum average of 76 to remain in this course.**

105 COLLEGE PREP ENGLISH 2 (1 credit): Your literature selections will include drama, short story and novels such as A Separate Peace, Night, and Lord of the Flies. Writing will focus on expository essays. Your research paper will center on a topic of your choice and you must show proficiency in writing and formatting this assignment.

110 TECHNICAL ENGLISH 2 (1 credit): Today's workplace requires the ability to read and process information. This class is designed to improve active reading skills. Tech English students will read both fiction and nonfiction prose with a focus on annotation. Students will learn to capture their ideas in language that is clear, concise and coherent. They will learn writing skills that are necessary for both college and the workplace, and will begin to explore career options.

106 COLLEGE PREP ENGLISH 3 (1 credit): Junior year focuses on American literature. You will read grade-appropriate novels, short stories and poems by American authors. Students will explore writing development modes, including narration, cause and effect analysis, process analysis and persuasion. A research project is also required. Grammar and vocabulary skills building will focus on writing improvement.

108 TECHNICAL ENGLISH 3 (1 credit): Effective English language skills are necessary in today's workplace. This class is designed to improve upon your abilities as a reader and writer so that you can realize your future academic and employment goals. Expect weekly grammar, writing and reading assignments with an emphasis on business-oriented skills building including technical writing, marketing and research.

107 COLLEGE PREP ENGLISH 4 (1 credit): Senior English includes both contemporary and classic literature. Writing this year focuses on analysis and synthesis, including a researched position paper.

109 TECHNICAL ENGLISH 4 (1 credit): Technical English 4 allows you to practice types of writing taught in a college English composition course. You will read and analyze short stories and novels and complete an independent reading project. You will complete a resume, compose a college application essay, and write a letter of application for a job. You and your instructor will determine the focus of your individualized research project. Vocabulary study will be intertwined with class literature.

100 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (1 credit): This is the equivalent of a college introduction to literature class with a focus on fiction and poetry. An extensive study of literary analysis allows students to understand a broader range of literature with more depth. The class is also designed to prepare students for the May AP Literature exam. This course requires a significant amount of reading, with the class and independently. Summer reading and writing are also required. **You must maintain a minimum average of 76 to remain in this course.**

101 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (1 credit): This is a college freshman composition class, designed to prepare students for the national AP English Language and Composition exam given each spring. It stresses levels of diction from formal to casual; organized study of sentence structure; varieties of sentence types; relationships of sentences within paragraphs; modes of discourse; aims of discourse; rhetorical strategies; and relationships among author, subject, and reader. There is a focus on writing and revision. A summer reading/writing project is required. **You must maintain a minimum average of 76 to remain in this course.**

111 UMA DUAL-ENROLLED ENGLISH 101 (1 credit): Here is an opportunity to earn college English credit through Univ. of Maine at Augusta and satisfy Cony's fourth year English, as well. This course is the equivalent to an introductory college English course, which is an intensive writing class geared towards helping students improve upon their written communication skills necessary in the college and university settings. College

credit earned through this course is accepted at most colleges and universities. Summer reading and writing will be required. **PREREQUISITES:** Determined by UMA – but could include a writing prompt, and minimum test scores on either the SAT or Accuplacer. **You must maintain a minimum average of 76 after the first quarter to remain in this course.**

ENGLISH ELECTIVES

112 LET’S TALK (.5 credit): So much of today’s communication takes place behind a screen, yet face to face communication is critical for success in all aspects of life and career. This course gives students a chance to engage in discussion, debate and in the sharing of ideas and information through direct dialogue.

113 MYTHOLOGY (.5 credit): The power of Zeus, the allure of Aphrodite, the mysteries of the underworld are topics covered in Mythology. You will explore ancient stories from Greece, Rome and other cultures, discovering surprising similarities and striking differences. The myths, peopled with the mightiest gods and most terrifying monsters will reveal qualities and vices that are all too human.

123 HOW MOVIES TELL THEIR STORY (.5 credit): The art of telling a good story is not limited to novels. Movie makers use many of the same techniques writers do: symbolism, narration, mood, setting, character development – to communicate an idea or make a point. In this class, students will view movies to examine how the crafting of a story affects its audience.

124 CREATIVE WRITING (.5 credit): Love to write, but hate always writing essays? Want a chance to write stories, poems, or something you choose? Creative writing provides the time for you to work on your own writing, a chance to share it with other writers, and the opportunity to pick up tips, tools and techniques to make your writing better. In addition, the class will discuss what makes good writing good, and apply those ideas to the selection of stories and poems for publication.

119 SENIOR CAPSTONE (1 credit): The first few weeks of this course prepare students for the college application process. Students will compile and compare information on post-secondary options and explore the Common Application. They will also draft and refine their college application essay. The remaining weeks will be devoted to a student-selected capstone project. With this, students will pursue a career interest, a passion or raise awareness for a cause. Working both within and beyond classroom walls, students will design their own capstone for an authentic learning experience. Willingness to learn and work with technology is helpful as students will be creating their own websites and blogging about their fieldwork. **SENIOR CAPSTONE IS AN ENGLISH ELECTIVE, AND DOES NOT FULFILL A SENIOR ENGLISH REQUIREMENT. (Not offered in 2018-2019)**

MATHEMATICS

Mathematics Proficiency Standards are identified through Common Core State Standards. See Reporting Standards for specific courses at the end of this publication.

325 MATH STRATEGIES (1 credit): **By recommendation only.** Math Strategies will be selected for students based upon an 8th grade assessment and teacher recommendation. This course is designed for the student who intends to take Algebra 1, but needs to acquire a background in methods and techniques used in Algebra. Topics covered include a comprehensive review of arithmetic, problem solving, properties of integers, decimals and fractions, as well as practical applications of mathematics. The credit earned in this course counts as an elective credit, not a Math credit.

318 INTRODUCTION TO PROBABILITY AND STATISTICS (.5 credit): Starting with the Class of 2018, this is a *REQUIRED* 9 week course. This course provides a good foundation in the areas of statistics and probability. Students will be interpreting categorical and quantitative data, making inferences and justifying conclusions from sample surveys and experiments, understanding and applying the rules of probability to solve problems and evaluate outcomes, among other things. Many assessments will be project/data based. This course will align with the Common Core Standards for probability and statistics, and should be taken by the end of a student’s junior year. **Taking AP Statistics in your JUNIOR YEAR may replace Intro to Probability and Statistics. PREREQUISITE:** Algebra 1 – any level.

INTEGRATED MATHEMATICS

The Integrated Math course sequence meets the requirements for students who may pursue 2-year community college. These courses offer students a good experience in the practical application of mathematics. The Integrated Math program is designed for those students who have found mathematics to be a challenging subject. Based on real-life applications, this program ensures that students receive a thorough, standards-based math curriculum with a “user friendly” approach.

303 INTEGRATED ALGEBRA 1 (1 credit): This course is the first in a 3-year Secondary Mathematics Core Curriculum that successfully connects mathematics with the real world of people, business and everyday life. This Math course is designed to develop basic Algebra skills. Topics introduced are algebraic expressions, equations, rational numbers, polynomials, exponents, radicals, solving and graphing linear equations, probability and statistics.

306 INTEGRATED GEOMETRY (1 credit): This course starts with the basic concepts of measuring length and area, using symmetries of planar shapes to address questions about polygonal figures. Emphasis is placed on developing an understanding of concepts including the language of Geometry, congruence, similarity, right triangles and trigonometry, circles, coordinate geometry and two and three dimensional figures. **PREREQUISITE:** College Prep Algebra 1 or Integrated Algebra 1.

309 INTEGRATED ALGEBRA 2 (1 credit): This course reviews and extends the basic concepts and skills introduced in Integrated Algebra 1 and Integrated Geometry. Topics include equations and inequalities, linear and quadratic functions, systems of equations and inequalities, polynomials, irrational and complex numbers, exponential and radical expressions, and rational expressions. **PREREQUISITE:** College Prep Geometry or Integrated Geometry.

COLLEGE PREP MATHEMATICS

Students interested in postsecondary work that is more math and science oriented should take the following: College Prep Algebra 1, College Prep Geometry, College Prep Algebra 2, and College Prep Precalculus. These courses provide a good-to-rigorous preparation for 4 year college mathematics.

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

307 COLLEGE PREP GEOMETRY (1 credit): This course begins by emphasizing the elements of geometry (theorems, definitions, postulates, properties, and axioms) with applications to writing proofs and solving numerical problems with a primary focus on vocabulary. Key areas are triangles and quadrilaterals and related concepts. The second semester has an increased emphasis on numerical applications. Key areas are planes, parallel lines, polygons, and circles. **PREREQUISITE:** College Prep/Integrated Algebra 1

310 COLLEGE PREP ALGEBRA 2 (1 credit): This course includes mathematical concepts such as relations, functions and graphing. The use of graphing calculators is emphasized. Specific topics include linear and quadratic functions and inequalities in the real number system, systems of equations and matrices, rational expressions, polynomials, complex numbers, radicals and exponential functions, logarithms and probability. **PREREQUISITE:** College Prep Algebra 1 and/or concurrently with College Prep Geometry.

HONORS MATHEMATICS

Students interested in careers that are highly dependent upon mathematics and science should enroll in honors classes. These careers may include engineering, actuarial work, intensive study in the medical fields, chemistry, physics or any other careers in science and mathematics.

305 HONORS ALGEBRA 1 (1 credit): This course covers the same material as College Prep Algebra 1. In addition, higher level thinking skills are used extensively throughout the course with particular emphasis on the solution of word problems and application of concepts developed in the course. This course also includes an introduction to radicals and radical equations, systems of equations and inequalities. **It is expected that students in Honors classes will maintain a 76 grade point average.**

308 HONORS GEOMETRY (1 credit): This course is devoted mainly to plane geometry with a shorter introduction to solid geometry. The course emphasizes the deductive and inductive reasoning processes which the students use to discover properties of plane figures. Students will be exposed to using the computer as a tool and will be expected to complete assignments using a geometry software package. **It is expected that students in Honors classes will maintain a 76 grade point average. PREREQUISITE:** College Prep Algebra 1 or Honors Algebra 1.

311 HONORS ALGEBRA 2 (1 credit): This course covers the same core material as in College Prep Algebra 2. Particular emphasis will be given to the algebraic solutions of practical applications (word problems) and algebraic theory, including proofs. Students are expected to explore some of the basic reasoning of algebra, analyze the results, and reach logical conclusions as to what happens and "why". **It is expected that students in Honors classes will maintain a 76 grade point average. PREREQUISITE:** College Prep Algebra 1 or Honors Algebra 1.

MATH ELECTIVES

317 SENIOR MATH/COLLEGE ALGEBRA (1 credit): This course provides a solid foundation and overview of a variety of math topics, enabling the student to be well-prepared for general education math courses, in postsecondary study. Topics include problem solving, set theory, logic, the real number system, algebra, geometry, consumer math, probability and statistics, among others. This course will give students a strong knowledge of fundamental mathematics, involve students in authentic problem solving applications, and enable students to develop skills in key aspects of critical thinking. **PREREQUISITE:** College Prep Geometry/Algebra 2 or Integrated Geometry/Integrated Algebra 2. *This course may receive Dual Enrollment College Algebra credit through Thomas College.*

314 COLLEGE PREP PRECALCULUS (1 credit): This course is designed for those students who intend to pursue a post-secondary course of study that requires higher levels of mathematics. Topics include linear and quadratic functions, polynomial and rational functions, triangle trigonometry, trigonometric functions, analytical geometry, exponents and logarithms, sequences and series, and time permitting, combinations and probability. **PREREQUISITE:** College Prep Algebra 2 and College Prep Geometry.

315 HONORS PRECALCULUS (1 credit): This course is a study of the trigonometric functions as they relate to triangles as well as their use as circular functions. Topics include inverses of circular functions, trigonometric identities, vectors, polar coordinates, solutions to trigonometric equations, and applications of trigonometry. There is also concentration in functions of all varieties (polynomial, rational, exponential and logarithmic) as well as derivatives. Graphing and interpreting graphs, with or without the aid of a graphing calculator, will be emphasized. As the course is designed for those students who intend to pursue mathematics courses requiring the knowledge of advanced mathematics, students who have not been enrolled in honors level mathematics courses may have difficulty with the material and critical thinking skills required for mastery. **It is expected that students in Honors classes will maintain a 76 grade point average. PREREQUISITE:** Honors Algebra 2; and College Prep Geometry or Honors Geometry.

301 ADVANCED PLACEMENT STATISTICS (1 credit): The two objectives of this course are to prepare students for both the AP Statistics examination, as well as for subsequent work with college level mathematics. There is an attempt to balance conceptual understanding, communication skills and technology. Problem solving skills through individual and collaborative learning experiences will be developed. **It is expected that students in AP classes will maintain a 76 grade point average. PREREQUISITE:** College Prep Algebra 2 or Honors Algebra 2.

300 AP CALCULUS/CALCULUS A/B (1 credit): This course prepares students for the A/B level examination of the College Board Advanced

Placement Program. This course, which covers differential and integral calculus, parallels the first one or two semesters of a college course in calculus and is designed for students who have demonstrated high proficiency in previous mathematics courses. Students can expect detailed work in both theoretical and practical aspects. **It is expected that students in AP classes will maintain a 76 grade point average. PREREQUISITE:** College Prep Pre-Calculus OR Honors Pre-Calculus

302 AP CALCULUS/CALCULUS B/C (1 credit): AP Calculus B/c is the equivalent of a second semester Calculus at the college level. It continues concepts of limits, derivatives, integral and the Fundamental Theorem of Calculus from the Calculus A/B, as well as exploring Series and other advanced college level Calculus B/C topics. This course prepares students for the B/C level examination of the College Board Advanced Placement Program. **PREREQUISITE:** AP Calculus A/B

WORLD LANGUAGES

World Language Proficiency Standards are identified through Maine's Learning Results. See Reporting Standards for specific courses at the end of this publication.

All students must achieve a level of Novice High in a world language in order to graduate from Cony High School. This achievement should be met with a minimum of two (2) experiences in the same world language. At Cony, students begin their study towards Novice High in their 8th grade year. If passed, their 8th grade world language experience will count towards the required two (2) experiences necessary for graduation.

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

Most colleges and universities require a minimum of two credits of the same language. Selective colleges generally require three credits, and highly selective colleges expect four to five.

501 FRENCH 1 (1 credit): This is a level 1 course designed for students who had had some or no prior experience in French. In this course, students will have the opportunity to learn beginning language concepts at the high school level. Students will develop their listening, reading, speaking and writing skills. This course focuses on basic vocabulary, structure and cultural topics. Students will practice beginning level communication skills. Students will also study the culture of the French-speaking world.

502 FRENCH 2 (1 credit): This course will continue to develop the listening, reading, speaking, and writing skills that were begun in French 1. Students will expand their vocabulary and will cover such topics as shopping, leisure time activities, and favorite foods. They will expand their knowledge of the structure of the language and learn to express themselves in the past and immediate future. Students will read short reading selections to further develop their comprehensions. Students will continue learning about the culture of the French-speaking world.

503 FRENCH 3 (1 credit): Students will continue to build on their listening, speaking, reading and writing skills that were developed in French 2. This includes the vocabulary and language structure which students will use to further advance their speaking and listening skills. They will read a variety of short stories and practice their writing through assignments such as skits, paragraphs, journals and short projects. Culture throughout the course will be studied by readings in the target language.

508 FRENCH 4 (1 credit): This course is for students who have completed French 3. Students will review verb tense and cover more advanced points of structure. They will continue to work at a more in-depth level of the four skills of language. Students will read short stories, examine some original versions of French literary works and strive to communicate in the target language. Students will also further their knowledge of the French-speaking world such as the history of the Acadians and the French-Canadians. This course is conducted primarily in French.

509 FRENCH 5 (1 credit): This course is for students who have completed French 4 and wish to become more proficient in French. Students will work at a more advanced level on the four skills of language – listening, speaking, reading and writing. They will read and discuss selected literacy works such as short stories, novels and plays. Throughout the course, opportunities will be provided to use French in real life situations and to further learn about the culture of the French-speaking world. The course is conducted in French.

510 GERMAN 1 (1 credit): This course is the first in a four-year sequence for students who are beginning the study of German. The course introduces the student to basic vocabulary, grammar, and cultural topics. Students develop skills in listening, speaking, reading and writing, and begin their study of the German-speaking world.

511 GERMAN 2 (1 credit): This course will continue to develop skills in listening, speaking, reading and writing. A variety of cultural topics will be covered and students will continue their study of the German-speaking world.

512 GERMAN 3 (1 credit): This course introduces advanced grammar and vocabulary topics, as well as investigates aspects of the history and culture of German-speaking countries in greater detail. A variety of materials will be used to further the four skills of listening, speaking, reading and writing. Class discussions are conducted mostly in German. *This course may receive Dual Enrollment credit for German 1 through KVCC.*

513 GERMAN 4 (1 credit): This course is for students who wish to continue their study at a more advanced level. Students will use the culture, history, and literature of German-speaking countries to master the skills in listening, speaking, reading and writing. Class discussions are conducted mostly in German. *This course may receive Dual Enrollment credit for German 2 through KVCC.*

514 GERMAN 5 (1 credit): This course is for students who have completed German 4 and wish to become more proficient in the language. Advanced grammar and vocabulary will be taught through selected literature and cultural topics. Students will develop increased proficiency in listening, speaking, reading and writing.

516 LATIN 1 (1 credit): This course is the first in a 4-year sequence aimed at the beginning student. It starts with the development of grammatical and vocabulary skills and introduces the mythology, history and civilization of Rome

517 LATIN 2 (1 credit): This course further develops the objectives of Latin 1 with more advanced grammar, vocabulary and derivatives. Students improve their translation skills and expand their knowledge of Roman mythology, history and civilization.

518 LATIN 3 (1 credit): This course presents more advanced grammar and translation skills, while continuing to work on word derivatives. It also introduced Roman authors, presenting easier translations of authentic Latin literature. It seeks to place these authors within their historical and cultural contexts.

519 LATIN 4 (1 credit): This course focuses mainly on Roman history and Latin literature. Students study the Roman poets Virgil, Horace and Ovid, the prose writers Livy and Caesar, as well as examples of Latin literature of the Middle Ages. Grammatical concepts are reinforced, as are the study of word derivatives.

515 LATIN 5 (1 credit): This course focuses on Latin literature and is open to any student who has successfully completed Latin 4. The texts chosen are longer, more complicated Latin works from the major prose and poetry writers of the Golden and Silver Age, as well as writers from the Late Empire through Medieval periods.

520 SPANISH 1 (1 credit): This course is the first in a four-year sequence for students who are beginning the study of Spanish. The course introduces the student to basic vocabulary, grammar and cultural topics. Students develop skills in listening, speaking, reading and writing, and begin their study of the Spanish-speaking world.

521 SPANISH 2 (1 credit): This course will continue to develop skills in listening, speaking, reading and writing. A variety of cultural topics will be covered and students will continue their study of the Spanish-speaking world.

522 SPANISH 3 (1 credit): This course introduces advanced grammar and vocabulary topics, as well as investigates aspects of the history and culture of Spanish-speaking countries in greater detail. A variety of materials will be used to further the four skills of listening, speaking, reading and writing. Class discussions are conducted mostly in Spanish. *This course may receive Dual Enrollment credit for Spanish 1 through KVCC.*

523 SPANISH 4 (1 credit): This course is for students who wish to continue their study at a more advanced level. Students will use the culture, history and literature of Spanish-speaking countries to master the skills of listening, speaking, reading and writing. This course is conducted primarily in Spanish. *This course may receive Dual Enrollment credit for Spanish 2 through KVCC.*

524 SPANISH 5 (1 credit): This course is for students who have completed Spanish 4 and wish to refine their skills. Advanced grammar, composition, vocabulary, and selected literary works are studied. The course focuses on developing an increased proficiency in listening, speaking, reading, and writing. This course is conducted primarily in Spanish.

SCIENCE

Science Proficiency Standards are identified through Next Generation Standards and Common Core-Literacy for Science/Technical Subjects. See Reporting Standards for specific courses at the end of this publication.

SCIENCE FOUNDATIONS

Science Foundations classes are required of all students. The program is divided into three self-descriptive blocks: Engineering-Energy-Environment, Physical Science, and Earth Science. Each course is a quarter of a year in length and counts as .5 credit, for a total of 1.5 required credits. These courses may be taken in any sequence or combination, but at least two must be completed before a student can move on to Biology.

403 PHYSICAL SCIENCE (.5 credit): The Physical Science quarter focuses on being able to quantify the physical world on how to express and explore the mathematical relationships that exist between those values. We begin by looking at motion and changes in motion, followed by discussion of what causes those changes. We use relationships to make predictions about the behavior of objects, including an analysis of momentum and energy.

404 EARTH AND SPACE SCIENCE (.5 credit): The concepts in this one quarter course are Cosmology, Life Cycles of Stars, Solar System, Plate Tectonics, Climate Data Analysis, Water Cycle, and the Atmosphere. Students gain experience using and interpreting models.

405 ENGINEERING- ENERGY- ENVIRONMENT (.5 credit): The concepts in this one quarter course are types of energy, energy flow and conservation of energy. Students will increase their understanding of simple machines and apply these to create and optimize the performance of a device. Students will explore different methods used for electrical energy production.

406 HONORS BIOLOGY (1 credit): Honors Biology is intended for the students who want to challenge themselves while learning biology at an accelerated pace. Students who take this course must be self-motivated, and willing to cover more material to greater depth than in College Prep Biology; meaning a great amount of required homework assignments. Excellent math and reading skills are necessary for high achievement in this course. Frequently, these students desire to major in a scientific field in college. While a lab-based course, great emphasis is placed upon utilizing abstract thinking processes while handling theoretical biological concepts. Basic biological reactions covered include photosynthesis, respiration and the synthesis and decomposition of biological molecules. Genetic and biotechnical concepts, taxonomy of the kingdoms, ecological processes and functions, and an

introduction to human systems will be presented. Students should expect an average of one hour of homework per night to be successful. **It is expected that students in Honors classes will maintain a 76 grade point average.** **PREREQUISITE:** Science Foundations and Hon Algebra 1

407 COLLEGE PREP BIOLOGY (1 credit): Although lab-based, this course introduces abstract thinking processes used to handle the more theoretical aspects of biology. Basic biological reactions including photosynthesis, respiration, and the synthesis and decomposition of biological molecules are covered. Students will also be presented with the opportunity to gain comprehension of genetic and biotechnical concepts, taxonomy of the kingdoms, ecological processes and functions, and an introduction to human systems. Students should expect a minimum of ½ hour of homework per night to be successful. **PREREQUISITE:** Science Foundations and College Prep Algebra 1 or Integrated Algebra 1

408 TECHNICAL BIOLOGY (1 credit): This course integrates biological concepts with applied principles. It is intended for students who may or may not pursue postsecondary training. Class work is focused on laboratory experience rather than textbook activities. Emphasis is placed upon an understanding of the principles of biology as they apply to life and workplace situations. Topics covered will include photosynthesis and respiration, genetics and biotechnology, classification of organisms, ecological processes and environmental concerns, and a look at human systems. Lengths of assignments will average up to ½ hour. **PREREQUISITE:** Science Foundations and Integrated Algebra 1

410 HONORS CHEMISTRY (1 credit): Honors Chemistry is intended for the students who want to challenge themselves while learning chemistry at an accelerated pace. Students who take this course must be self-motivated, and willing to cover more material to greater depth than in College Prep Chemistry; meaning a great amount of required homework assignments. Excellent math and reading skills are necessary for high achievement in this course. Frequently, these students desire to major in a scientific field in college. This course teaches chemical concepts by means of extensive laboratory experience and promotes in depth learning of concepts at an accelerated pace utilizing students' critical thinking and analytical skills. This course provides a solid background in both descriptive and conceptual chemistry. Students will be expected to problem solve and apply critical thinking skills to daily work. Lengths of assignments are approximately one hour. Additional after school work is recommended and a substantial amount of outside reading, essays, and projects in addition to the textbook are required. **It is expected that students in Honors classes will maintain a 76 grade point average.** **PREREQUISITE:** Science Foundations, College Prep Biology, College Prep Algebra 1/ Integrated Algebra 1, and Hon. Algebra 2/College Prep Algebra 2 previously or concurrently. *This course may receive Dual Enrollment credit for Chemistry through KVCC.*

411 COLLEGE PREP CHEMISTRY (1 credit): This course is intended for students who intend to pursue a college program and may be interested in a science related field. Topics include: Atomic Theory, Atomic Structure, Nuclear Chemistry, Ionic and Covalent Bonding, and writing and balancing Chemical Equations (Stoichiometry). Additional topics may include Organic Chemistry, Thermodynamics, and/or Oxidation/Reduction Chemistry. To succeed in this class, students should be skilled in following instructions, taking notes, problem solving and doing math. Laboratory experiences are an integral part of this course and students will be required to keep a laboratory notebook. This introductory chemistry course will require students to commit to a minimum of 30 minutes of homework per day outside of class. **PREREQUISITE:** Science Foundations, College Prep Biology, College Prep Algebra 1/Integrated Algebra 1, and College Prep Algebra 2 either previously or concurrently.

412 TECHNICAL CHEMISTRY (1 credit): This course integrates chemical concepts with applied principles. It is intended for students who may or may not pursue postsecondary training. Class work will be focused on laboratory experience rather than textbook activities. Emphasis will be placed on an understanding of the principles of chemistry as they apply to life and workplace situations. Lengths of assignments will average up to ½ hour and additional after school work will be required for missed class time. **PREREQUISITE:** Science Foundations, College Prep or Technical Biology and College Prep Algebra 1 or Integrated Algebra 1.

415 HONORS PHYSICS (1 credit): Honors Physics is intended for the students who want to challenge themselves while learning physics at an accelerated pace. Students who take this course must be self-motivated, and willing to cover more material to greater depth than in College Prep Physics; meaning a great amount of required homework assignments. Excellent math and reading skills are necessary for high achievement in this course. Frequently, these students desire to major in a scientific field in college. This is a rigorous college preparatory science course offered for students who intend to pursue a college program that requires advanced scientific knowledge. While a lab-based course, great emphasis is placed upon utilizing abstract thinking processes while handling theoretical physics concepts. Advanced math skills and logical reasoning will also be emphasized. Topics including classical mechanics, Kepler's Laws of Planetary Motion, Trajectories, and waves are covered. Students should expect an average of 1 hour of homework per night to be successful. **It is expected that students in Honors classes will maintain a 76 grade point average.** **PREREQUISITE:** College Prep Biology, College Prep Chemistry, College Prep Algebra 2 and College Prep Geometry with concurrent enrollment in College Prep Precalculus or Calculus.

416 COLLEGE PREP PHYSICS (1 credit): Although lab-based, this course introduces abstract thinking processes used to handle the more theoretical aspects of physics. Mathematical applications of physics laws will be explored. Topics include classical mechanics, waves, sound, light and energy. Students should expect a minimum of ½ hour of homework per night to be successful. **PREREQUISITE:** College Prep Biology, College Prep Chemistry, College Prep Algebra 2 and College Prep Geometry.

417 SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM): (1 credit): This course integrates science with technology. It is intended for students who are interested in the design process and want to build skills working as part of a team to follow a design to completion. Class work is focused on laboratory experience rather than textbook activities. Emphasis is placed upon an understanding of the complementary relationships among science, technology and engineering. Topics covered will include the design process, energy conversions, electricity and electrical systems. Length of assignments will average up to ½ hour; additional after school work will be required for missed class time. **PREREQUISITE:** College Prep or Integrated Algebra 1, College Prep or Integrated Geometry, and College Prep or Technical Biology.

SCIENCE ELECTIVES

400 ADVANCED PLACEMENT BIOLOGY (2 credits): The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and gain an appreciation of science as a process. The curriculum is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The textbook used is common to many college biology majors and the labs are

equivalent to those performed by college students. Significant out of class work is expected for success. **It is expected that students in AP classes will maintain a 76 grade point average.** **PREREQUISITE:** Success in Honors Biology or College Prep Biology, and Honors Chemistry or College Prep Chemistry.

401 ADVANCED PLACEMENT CHEMISTRY (1 credit): AP Chemistry is designed to be the equivalent of a first year college chemistry class. This second-year chemistry class includes most topics introduced in College Prep Chemistry and/or Honors Chemistry, but are covered in greater depth. Concepts include (but are not limited to) Atomic Theory, Atomic Structure, Chemical Bonding, Nuclear Chemistry, Reaction Types, Stoichiometry, Chemical Equilibrium, Kinetics, Thermodynamics, Acid/Base Chemistry, Organic and Biochemistry, Oxidation/Reduction Reactions, and Solution Chemistry. Additional topics covered in this class will pertain to science related fields. This class will prepare students to take the AP Chemistry test. Students in this class should be prepared to spend a minimum of five hours per week outside of class time in study. **It is expected that students in AP classes will maintain a 76 grade point average.** **PREREQUISITE:** College Prep Chemistry or Honor Chemistry, and completion of College Prep Algebra 2. *(Not offered in 2018-2019)*

402 ADVANCED PLACEMENT PHYSICS (1 credit): This course provides an introduction to both classical and modern physics. AP Physics B is a 2nd-year physics course that will prepare students for the AP Physics B exam. This non-calculus, college-level physics course will cover Newtonian mechanics, fluid mechanics, thermodynamics, waves, sound, optics, electricity, magnetism, atomic physics, nuclear physics, and special topics. Students will build upon their first year of physics and will gain both a deeper appreciation of the concepts of Physics, as well as additional problem-solving skills. Computer-based labs will help the student understand the concepts covered in the course and deepen the student's appreciation of the scientific method. This course focuses on developing conceptual understanding and problem-solving abilities using algebra and trigonometry. **It is expected that students in AP classes will maintain a 76 grade point average.** **PREREQUISITE:** Honors Physics and Honors or College Prep Precalculus. *(Not offered 2018-2019)*

420 ANATOMY (1 credit): This course studies the structure and function of the human body through in-depth learning of the organ systems. The laboratory component of the course allows students to expand their analytical and critical thinking skills as well as to synthesize the holistic nature of the human machine. **PREREQUISITE:** College Prep Biology and College Prep Chemistry. **It is expected that students in Honors classes will maintain a 76 grade point average.** *This course may receive Dual Enrollment credit for Biology 119 Survey of Anatomy/Physiology through KVCC.*

419 ENVIRONMENTAL SCIENCE (1 credit): This course is designed to help students achieve increased awareness of their surroundings and its importance to their lives. The course will advance the students' knowledge that every person can make a difference in their community and should assume responsibility for protecting the environment. The class focuses on applications within the realm of ecology, ecosystems, bio-diversity and animal populations, and on man's impact on the environment. **PREREQUISITE:** College Prep or Technical Biology.

421 MARINE SCIENCE (1 credit): This course is designed to help students gain an understanding of the biological, physical and chemical aspects of the marine environment. Emphasis will be given to the ecological interdependence of each level of organism with its physical environment. Careers in marine science will also be explored. **PREREQUISITE:** College Prep or Technical Chemistry and math through College Prep or Integrated Algebra 2. *(Not offered 2018-2019)*

422 PRE-ENGINEERING (1 credit): This is an elective course where students interested in pursuing a career in the field of engineering can gain exposure to some of the areas within engineering and design. Students will be exploring the engineering/design process as it relates to a number of different fields. They will integrate knowledge and skills they already have and create new skills to better work effectively as team members to solve problems. Effective communication will be stressed by improving technical reading and writing, problem solving and exploration of the engineering design process. Topics will include structural engineering, civil engineering including bridge design, robotics and design software. **This course should be taken as a science elective after taking three science courses that count towards graduation.** **PREREQUISITE:** College Prep or Technical Biology and College Prep or Integrated Algebra 2 prior to pre-engineering. *(Not offered 2018-2019)*

SOCIAL STUDIES

Social Studies Proficiency Standards are identified through Maine's Learning Results and Common Core-Literacy for History and Social Studies. See Reporting Standards for specific courses at the end of this publication.

212 FRESHMAN ACADEMY SOCIAL STUDIES (1 credit): **By recommendation only.** This course is paired with Freshman Seminar. Students will be selected for students based upon 8th grade assessments and teacher recommendation. This course, braided with Freshman Seminar for the year, allows students the pace and remediation to be successful in the high school setting, and earn their Global Insights credit along with their Freshman English requirement

202 HONORS GLOBAL INSIGHTS (1 credit): This course is designed for freshmen with strong reading and writing ability. Students will explore the world using the five themes of geography, and will complete a substantial amount of outside readings, essays and assessments in addition to using the text. The course integrates all academic disciplines as it focuses on current geographic issues. Completion of a summer assignment is required for acceptance into this course. **It is expected that students in Honors classes will maintain a 76 grade point average.**

203 COLLEGE PREP GLOBAL INSIGHTS (1 credit): This course provides students with an opportunity to study the Earth and people's interaction with it. Students will explore the world using the five themes of geography: location, place, human/environment interaction, movement and region. Along with maps, texts and videos, students will focus on aspects of political, physical and cultural geography.

213 ECONOMIC FOUNDATIONS (.5 credit): This course is designed to introduce students to basic economic principles and skills associated with Personal Economics, Micro Economics, Macro Economics, and Global Economics. This course is a graduation requirement and is recommended for juniors and seniors.

201 ADVANCED PLACEMENT US HISTORY (1 credit): This course provides the student with a learning experience equivalent to that in most college introductory US History courses. Students learn key chronological events from the colonial period to the present. Factual knowledge is supplemented by outside reading in economic, political, social-cultural and diplomatic history. Students read historical novels as well as college-level historiography. The course requires frequent essays, challenging reading and a significant amount of independent study to encourage the development of analytical thinking skills. The summer assignments include reading an historical fiction and writing several brief analyses of primary documents. **It is expected that students in AP classes will maintain a 76 grade point average.**

207 EARLY US HISTORY-DUAL ENROLLMENT (1 credit): This course is designed to be the equivalent of a freshman college course. It is one semester, devoted to the study of U.S. History from Exploration to the Civil War. Emphasis is given to covering a large amount of factual information, extensive interpretation and analysis of primary source documents, and developing critical and evaluative thinking skills. To be successful students must devote the time necessary to master the various aspects of the course. Students will complete a variety of exams including multiple choice and document based essays showing the ability to compare and contrast, derive conclusions from historical data, make informed judgments, and present reasons and evidence persuasively. **In order to fulfill Maine Learning Results U.S. History requirements, students MUST also complete Course #208 – College Prep US History – Section 1 The Modern Era.** It is expected that students in Dual Enrollment classes will maintain a 76 grade point average. *This course may receive credit from University of Maine/Augusta.*

U.S. HISTORY These three courses are designed to give students an overview of the history of our country. Unless you are taking Advanced Placement U.S. History, students are required to take two of the three sections described below. **All students will take Section 1 – The Modern Era.** Students can then choose one of the other two other sections offered to complete 1 credit in U.S. History. The third section of U.S. History can be taken for elective credit, if the student so chooses.

208 COLLEGE PREP US HISTORY – SECTION 1 (.5 credit): REQUIRED. Post War Boom, New Frontier/Great Society, Civil Rights Movement, Vietnam War, Counterculture, Nixon and Watergate, Conservatism, Clinton and the Technology Boom. 1946-2000.

209 COLLEGE PREP US HISTORY – SECTION 2 (.5 credit): World War I, The Roaring Twenties, The Great Depression, The New Deal, World War II, and The Start of the Cold War. 1914-1960

210 COLLEGE PREP US HISTORY – SECTION 3 (.5 credit): Post-Revolutionary War, Manifest Destiny, Civil War, Industrial Age, Immigration and Urbanization, Progressive Era, and American Emergence as a World Power. 1800-1920.

200 ADVANCED PLACEMENT GOVERNMENT AND POLITICS (1 credit): Topics include constitutional underpinnings of American Government; the three branches of government, political parties, interest groups, the media, public policy, civil rights and liberties. A summer assignment is required of all incoming students. **It is expected that students in AP classes will maintain a 76 grade point average.**

206 CIVICS (.5 credit): This course explores the different types and purposes of governments, the constitutional and democratic principles upon which the U.S. is founded, the rights and responsibilities of all Americans, and different types of economic systems and how they relate in an interdependent world. This class encourages student participation in society with a spirit of civility and productivity. Students will have the opportunity to make the connections between Civics, the U.S. Constitution, and current economic and world events.

SOCIAL STUDIES ELECTIVES

204 HONORS WORLD HISTORY (1 credit): This course is designed for students with strong reading and writing ability. It includes ancient, medieval and modern history. Special emphasis is placed on events which have significantly affected the course of human history. A variety of teaching methods is used throughout the course including classroom discussion and debate, videos and assessments. Analytical thinking skills are developed through demanding reading and writing assignments. A summer assignment is required for entry into this course. **It is expected that students in Honors classes will maintain a 76 grade point average.**

205 COLLEGE PREP WORLD HISTORY (1 credit): This course is the study of major events and eras that have shaped today's world, beginning with ancient history and continuing to the 20th Century. Students learn how political, social and economic systems have evolved.

211 ISSUES IN MODERN TIMES (Current Events) (.5 credit): This course identifies and discusses significant contemporary events and trends, and also enhances understanding of these issues by placing them into proper historic context. News stories are discussed in depth each day and their importance and interrelationships are assessed. Students receive a copy of a news magazine each week for discussion and written analysis. The course aims at instilling awareness and a continued interest in developments in the world and also seeks to provide young adult citizens with practice in seeking out information, processing it and determining its value and meaning.

216 THE HOLOCAUST (.5 credit): This course explores the causes and effects of the Holocaust through the use of cinema, film primary reading sources, guest speakers and discussions.

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

220 SOCIOLOGY (.5 credit): In this course, students will learn about the individual and his relationship with others through studying the five institutions of society: family, education, government, religion and the economy. Students will gain an understanding of and appreciation for social diversity. In addition to a textbook, students will use current resources as they discuss major contemporary social issues, prepare and conduct a public opinion survey and work on individual and small group projects.

WELLNESS

PHYSICAL EDUCATION AND HEALTH EDUCATION

Wellness Proficiency Standards are identified through Maine's Learning Results. See Reporting Standards for specific courses at the end of this publication.

601 PHYSICAL EDUCATION 1 (.5 credit): This course integrates fitness activities and principles with life-time sports. Students will design and follow a fitness program based on Fitness Gram results and their own unique goals. Resistance training, aerobics, cross training, and many different varieties of workouts will be used to help students improve their fitness. The Sport Education model will provide students the opportunity to participate in many activities in a fun group/team environment that will include students participating in various roles while displaying proper sportsmanship.

602 PHYSICAL EDUCATION 2 (.5 credit): This unique course emphasizes responsible personal and social behavior through physical activity settings such as cooperative games, group initiatives, trust building activities and participation in our indoor/outdoor ropes course. The program is called "Challenge Holds Success" to promote all to challenge and strive to achieve and complete tasks thought not possible. A paddling unit as well as CPR training is included in the curriculum. **PREREQUISITE:** Physical Education 1.

603 HEALTH EDUCATION (.5 credit): This course will focus on many health-related issues facing today's adolescents. It is geared to enhance knowledge and skills for applying current information and resources related to mental health, conflict resolution and violence prevention, communication, family life, environmental health, substance use and abuse, prevention and control of diseases, safety and injury prevention, stress management, nutrition, aging, consumer health, and public health. Maine Learning Results Assessments will be implemented.

604 SPORT ELECTIVE (.5 credit): This course will provide students with vigorous physical activity. Students will learn the knowledge and skills of various team sports and as well as the characteristics of good sportsmanship associated with each sport. Students are required to dress appropriately for the activities, inside or outside. **PREREQUISITE:** Physical Education 1, 2 and Health Education.

605 OUTDOOR EDUCATION ELECTIVE (.5 credit): This course will provide students with lifetime skills that they can use in an outdoor environment. Topics include trip planning, canoeing, compass use, basic survival skills, Wilderness First Aid, camping skills, meal fly tying/fly casting, archery, bicycling, environmental education, and much more. Students must be prepared to be outside in all kinds of weather and have a willingness to try hands-on adventurous activities. Homework, exams, and fees for some activities may be expected with this course. **PREREQUISITE:** Physical Education 1, 2 and Health Education.

606 ADAPTED PE/WELLNESS PLUS (.5 credit): Adapted PE primarily emphasizes fitness and is designed to improve motor and physical fitness needs of persons with disabilities. Wellness Plus integrates fitness skills and principles with life-time activities in mind. The pace of the curriculum is student driven. **PREREQUISITE:** Instructor permission required.

608 ADVANCED HEALTH EDUCATION (.5 credit): Advanced Health Education enables students to become more aware of current public health issues, careers in the health/medical field, exercise science and advanced nutrition, holistic health, and environmental health. Students will develop and coordinate a service-learning project that includes a community wellness fair. Cony students will have the opportunity to learn more about their own health and the health of others. The class will build on concepts and practices from prerequisite courses.

VISUAL AND PERFORMING ARTS

Visual and Performing Arts Proficiency Standards are identified through Maine's Learning Results. See Reporting Standards for specific courses at the end of this publication.

VISUAL ARTS

620 INTRODUCTION TO ART (1 credit): Do you want to feel comfortable looking at, talking about and making art? Would you like to be able to walk into an art museum and understand what you are seeing? Introduction to Art gives you the language of Art Elements: Line, shape, form, texture, value, color and space, as well as art criticism techniques, to help explore art around us. Hands-on studio experiences include drawing, painting, print-making, sculpture and clay. A weekly sketchbook assignment is given to help develop your creative potential.

622 DRAWING (.5 credit): In this class, students will use pencils, charcoal, conte, pastels, colored pencils, pen and ink to create art. Students will learn to draw from observation, use design principles and development of perspective techniques. Representing ideas through personal expression, as well as learning portraiture and figure drawing will be introduced. Careers in the arts will also be discussed to develop student awareness. Learning to draw well will help students improve all for their creative skills! **PREREQUISITE:** Introduction to Art

624 CERAMICS (.5 credit): This fun, active class will explore everything you ever wanted to learn about working with clay. You will develop skills with hand-building techniques and wheel throwing. You will experiment with surface textures, glazing and decorative techniques. Pieces will be fired in our kilns. Professional ceramics artists will join us to demonstrate their special ways of working.

625 PAINTING (.5 credit): This class will focus on watercolor, tempera, acrylic and pastel painting techniques. Students will learn how to set up palettes for landscapes, portraits and still-lives through color theory. Learning how to stretch a canvas is included. Students will learn effective tool use for the application of paints, such as washes, blending, layering, glazing and brushstrokes, while exploring the same techniques and styles of various artists in history. **PREREQUISITE:** Introduction to Art

626 SCULPTURE (.5 credit): This course will explore additive, subtractive and assemblage techniques using a variety of media such as paper, wire,

plaster and clay. Learn to create projects such as carved pieces, mobiles, masks, or cast sculpture. If you like working and creating with your hands, this is the class for you. **PREREQUISITE:** Introduction to Art

627 SELF DIRECTED STUDIES (1 credit): This course is designed to meet the needs of the serious art student, who may wish to continue in art as a career or in further study. The student will need to be committed and self-directed, while studying the role of art and society, art and culture, art and creativity through self-expression. Each quarter, the student will complete an independent study contract, a biography and critique of an artist of focus. Students may also develop their own portfolios for college entrance presentation. **PREREQUISITE:** Introduction to Art and medium of concentration (Drawing, Ceramics or Painting)

621 UMA DIGITAL PHOTOGRAPHY (Dual Enrollment) (1 credit): The course develops basic photographic and computer imaging software skills that students will use throughout their lifetime in their personal and possibly professional life. It is a 21st century skill set that makes a student more competitive in today's job market. Students will develop visual and digital literacy, as well as traditional literacy by applying analytical thinking when comparing, contrasting and evaluating within the photographic medium. This class is Dually Enrolled through the University of Maine at Augusta. *Juniors and seniors only.*

PERFORMING ARTS – MUSIC AND THEATER

190 CONCERT BAND (1 credit): This course is performance-based, in which students explore the repertoire of the concert band through performing a wide variety of compositions. Students gain greater proficiency on their instruments through an ongoing study of technique, tone production, music notation and interpretation. Band students perform in a wide range of venues including concerts, festivals, school activities and civic events. Prior experience playing a musical instrument is a prerequisite. Students who have no previous experience playing an instrument may enroll with permission of the instructor. Students enrolled in this course are required to attend all performances of the Cony Band.

191 CONCERT CHOIR (1 credit): Students study advanced vocal techniques using proper posture, breath support, and will demonstrate the ability to sight sing more advanced vocal exercises. Literature selected each year is chosen to fit the level of the students in the ensemble and represents various styles. On a graded scale of 1-6, 6 being the most challenging literature, this group will perform music graded 3-5. Students are expected to perform at several concerts including ChizzleWizzle Minstrel, and music festivals throughout the year. **PREREQUISITE:** Successful completion of Chorus (2 years) or permission of the instructor.

192 CHORUS (1 credit): This course is available to any student who wishes to sing in a vocal ensemble. Students study basic vocal technique using proper posture, breath support, and will demonstrate the ability to sight sing simple vocal exercises. Literature selected each year is chosen to fit the level of the students in the ensemble and represents various styles. On a graded scale of 1-6, 6 being the most challenging literature, this group will perform music graded 2-4. The focus is to introduce students to some traditional vocal works, multi-cultural compositions, and more contemporary choral music. Students are expected to perform at several concerts, including Chizzle Wizzle Minstrel, and music festivals throughout the year.

641 DIGITAL MUSIC (.5 credit): This course will be held in the MIDI Piano Lab and is an introductory piano and basic music theory course. Music theory will be discussed and practiced as students work towards their mastery of piano. This course is for the beginning piano student with little or no training as well as for the aspiring musician with minimal music reading ability. Laptops will be used as a tool for notating and recording music. **REQUIREMENT:** School owned computer.

642 MUSIC THEORY (.5 credit): Students will focus on advancing music theory skills with some piano required. The students will become acquainted with the major principles of music, including compound meter, and all major and minor intervals, scales and keys. Basic ear training will also be included.

643 ADVANCED MUSIC THEORY (.5 credit): This course is designed for the student who desires a concentrated effort in theory and is recommended for students who will be considering further music study beyond high school. The content will include the musical elements necessary to compose original melodies with harmony: This includes various chord progressions, cadences, modes and analysis as well as transposition, advanced ear training, and rhythmic and melodic dictation. **PREREQUISITE:** Music Theory or previous music training and/or permission from instructor. (*Not offered 2018-2019*)

640 HISTORY OF AMERICAN MUSIC (.5 credit): This course examines musical, historical and social aspects of American popular music since 1920. Genres explored include blues, rhythm and blues, country and western, rock and roll, punk, hard rock and hip-hop. The course begins with a look at southern blues and continues through jazz and modern music through World War II, then expands to include the popular music that coincides with the birth of rock and roll in the 1950's and beyond. Written assignments, listening and viewing assignments, discussions and projects are the major components of this course. Upon completion, students are expected to identify key styles, when and how they were significant in the timeline of popular music and list key cultural and social differences. No prior knowledge of the subject is required.

644 THEATER 1 (Intro to the Viles Auditorium) (.5 credit): This course will focus on the Viles Auditorium at Cony. It offers opportunities for both the student who is looking to pursue a career in theater, and for the student who would the opportunity to learn more about theatrical productions. Students have a hands-on opportunity to work on real performances and help manage a working theater. Units of study include light and sound design, scene construction, set and costume design, as well as performances. The course offers students a variety of opportunities to get involved with the performing arts.

645 ADVANCED THEATER TECHNIQUE (.5 credit): This course will dive deeper into the art of theater and is designed to build upon past theater experiences and enhance skills. This class will cover ensemble work, scene and play analysis, differing acting techniques, improvisational skills, character analysis and performance, audition skills, career paths and theater history, with an emphasis on theater production and directing. **PREREQUISITE:** Theater 1

646 INTRODUCTION TO GUITAR (.5 credit): This course is for beginning guitarists with little or no experience on the instrument. Students will learn open chords, power chords, movable chords, single note (melody) playing, accompaniment techniques, and a variety of playing techniques and styles, including both pickstyle and fingerstyle approaches to the guitar. The course also includes music fundamentals, theory, songs, performances, listening, improvising, and learning to read standard music notation as well as tablature. In addition, students will be encouraged to attend performances, as well as perform or complete themselves. Guitars may be provided to those without access to a personal instrument.

JOBS FOR MAINE'S GRADUATES

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

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

STUDENT INSTRUCTOR

Students assist teachers with classroom responsibilities. Permission of the instructor is required for all Student Instructor placements. Students may be enrolled in only one Student Instructor program per semester, unless they are giving up a study hall.

Student instructor opportunities are available by permission of the instructor in Physical Education (PESI) or as an Elementary Student Instructor. Daily response journals, weekly reflective readings, and conferencing with the instructor will be required. Grades for Student Instructors will be numeric, and will be added to the student's grade point average and rank in class. Students must have earned a grade of 85 or higher in Physical Education to qualify as a PESI.

607 PHYSICAL EDUCATION STUDENT INSTRUCTOR (.5 credit): This course is for students interested in assisting the Physical Education teachers. Responsibilities include: serving as small group leaders, assistance with attendance and equipment procedures, belaying students on the ropes course, and CPR. Applications will be reviewed and student instructors will be chosen by the PE staff. Students apply directly to the Physical Education department and are assigned only after PE approval. **PREREQUISITE:** Physical Education 1, 2 and Health Education, grades of 85 or better.

979 STUDENT INSTRUCTOR IN ELEMENTARY EDUCATION (.5credit): This course is offered to students who are interested in working with elementary students. It is designed to provide students with an opportunity to explore the teaching profession and measure personal growth through a contribution to their community. Participants will be required to apply with the guidance office and interview with the cooperating teacher. Requirements include five hours per week in the classroom, goal setting, keeping a reflective journal, professional readings and quarterly meetings with the program supervisor.

TEACHER ASSISTANT

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

977 SPECIAL EDUCATION TEACHER ASSISTANT (.5 credit): This course is offered to students who are interested in working with special needs students in both regular and special education classroom settings. Students peer coach their special needs classmates in a variety of activities including appropriate role modeling of social skills, peer job coaching and peer tutoring in regular classrooms and various functional living skills. Students must interview with special education teachers and satisfy requirements of a selection process prior to admittance to this course. Students will keep a journal and complete other readings as assigned by the instructor.

ENGLISH LANGUAGE LEARNING (ELL)

This multi-level program is designed to familiarize English Language Learners with the basic structures of the English language and to improve their skills in the areas of listening, speaking, reading, and writing. Students will learn literacy strategies to enhance their comprehension of both written and oral language. Vocabulary development, including the language of the content areas, will be an ongoing focus. ACCESS testing is used to determine appropriate language study levels.

127 ELL ENGLISH – LEVEL 1 (2 credits – 1 English/1 elective): A one year ELL course to help English learners at a Beginning Level of English proficiency (ACCESS Composite Score 1.0+) develop their reading, writing, listening and speaking skills and progress to a High Beginning level of English proficiency (ACCESS Composite Score 2.0+).

128 ELL ENGLISH – LEVEL 2 (2 credits – 1 English/1 elective): A one year ELL course meant to help English learners at a High Beginning level of English proficiency (ACCESS Composite Score 2.0+) develop their reading, writing, listening and speaking skills and progress to an Intermediate level of English proficiency (ACCESS Composite Score 3.0+).

129 ELL ENGLISH – LEVEL 3 (2 credits – 1 English/1 elective): A one year ELL course meant to help English learners at an Intermediate level of English proficiency (ACCESS Composite Score 3.0+) develop their reading, writing, listening and speaking skills and progress to a High Intermediate level of English proficiency (ACCESS Composite Score 4.0+).

130 ELL ENGLISH – LEVEL 4 (2 credits – 1 English/1 elective): A one year ELL course meant to help English learners at a High Intermediate level of English proficiency (ACCESS Composite Score 4.0+) develop their reading, writing, listening and speaking skills and progress to a Low Advanced level of English proficiency (ACCESS Composite Score 4.7+).

131 ELL ENGLISH – LEVEL 5 (2 credits – 1 English/1 elective): A one year ELL course meant to help English learners at a Low Advanced level of English proficiency (ACCESS Composite Score 4.7+) develop their reading, writing, listening and speaking skills and progress to an Advanced level of English proficiency (ACCESS Composite Score 5.2+).

132 ELL ENGLISH SKILLS (2 elective credits): A one year ELL course meant to help English learners at both a Beginning level and a High Beginning level of English proficiency develop their reading, writing, listening and speaking skills. This course supplements ELL English levels 1 and 2.

SPECIAL EDUCATION PROGRAMS

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

800/801 INSTRUCTIONAL LAB: (.25 credit): Special Education teachers provide specially designed instruction in literacy, math and executive skills. Placement in the Instructional Lab is determined through an IEP.

809 GUIDED STUDY: Special education teachers provide academic support, remediation, assistance with executive skills as well as work completion. Placement is determined through the IEP process.

PREVOCATIONAL PROGRAM:

This program is designed to provide academic support and prevocational training to students who receive individualized education programming. Program components include individualized study periods and small group instruction. Students also participate in community job shadows, conduct informational interviews and create comprehensive career portfolios as they prepare for transition from high school to community living. Students access this program through the IEP process.

SECONDARY FUNCTIONAL SKILLS PROGRAM:

This program is designed to provide independent living skills and academics within the regular classroom and self-contained settings to students with special needs. Programming is individualized using the IEP process. Program areas include functional academics, community skills, functional communication skills, vocational training and self help skills.

CAPITAL AREA TECHNICAL CENTER

Capital Area Technical Center (CATC) offers a variety of programs to juniors and seniors. Programs are offered in a half-day (two hours) format, either first session (9:00 – 11:00) or second session (11:30 – 1:30) and run for the full year. Full year, half-day program earn 4 credits per year. When space is limited, selection is based upon a rubric which takes students grades, attendance, behavior and year in school into account.

ARCHITECTURAL AND ENGINEERING DESIGN

Beginning with the basics of design, this program will prepare students for entry-level positions in the industry and the tools for postsecondary education. Design skills are developed through applied drawings created by state-of-the-art equipment. Individualization of instruction allows students to qualify for beginning positions while providing an excellent foundation for those planning a career in Architecture, Interior Design, Engineering and related fields. Students can develop creative portfolio work required for admission to programs such as UMA Bachelor of Architecture and most other professional architecture and design-related programs.

718 ARCHITECTURAL DESIGN: Students will learn design principles and methods of construction in residential design. Students will develop the necessary technical skills to communicate architectural ideas in an understandable, efficient, and accurate manner. Field trips to architecture and engineering college programs in Maine, along with opportunities to see construction and architecture in Maine and in urban contexts such as Boston provide students a well-rounded and very inspiring introduction to the fields of architecture and engineering.

This class will also design and draw plans for a residence, which may be constructed by the Building Construction class. Students can learn to communicate ideas through freehand drawing/painting, Chief Architect CAD, AutoDesk CAD, SketchUP, and Revit CAD, along with opportunities for extensive hands-on 3-D model-making.

734 ENGINEERING DESIGN: Students will learn to apply the principles of design through developing 3-D parts, assemblies, and basic 3-D design printing technology. Students will learn the basics of bridge design through research, model-making, and basic structural engineering calculations. Projects assigned are based on a differentiated approach to meeting the interests and skills potential of the individual students. Students can develop their own projects with approval and guidance by the instructor.

CERTIFICATIONS OFFERED

Skills USA

NOCTI Architectural and Technical Drafting Certification
OSHA 10 hour General Industry Course

706 AUTO BODY REPAIR – PAINT & REFINISHING: This is a two year program providing instruction in all phases of automotive refinishing and non-structural repair. Students will cover the basics of Automotive Repair and Refinishing. Students will work with spray guns and related equipment while in the spray booth and mixing room. They will also learn how to identify paint defects, along with their causes and how to correct them. Color theory and application will also be covered in addition to detailing and cleanup. During the school year students will be assigned to projects on donor vehicles along with repair panels that will enhance their skill level.

Students will also cover surface preparation. During the course, students will receive hands on training on both steel and plastic exterior panel repair and replacement. The curriculum will focus on the proper disassembly and reassembly of motor vehicles. Students will learn how to deal with moveable glass and hardware and trim removal and replacement. Students will also learn concepts in the use of plastics and adhesives in the repair procedure.

During the year students will also be working on shop projects and some customer vehicles. In the final semester, with instructor permission, students may be allowed to bring in a vehicle for repair. The Auto Body program also includes topics such as ethics, resume writing, job interviewing, and has an intensive safety program.

707 AUTO BODY REPAIR 2: For the second year student, the program reinforces previous skills learned and introduces a more individual learning plan. This is achieved through more complex projects that involve problem solving.

CERTIFICATIONS OFFERED:
NATEF/ASE Student Certification Program
OSHA 10 hour General Industry Course
SP/2 Safety Program

COLLEGE CREDIT OPPORTUNITIES:
Dual Enrollment with: Northern Maine Community College
Articulation Agreement with: New England Institute of Technology (NEIT)
Lincoln Tech

708 AUTOMOTIVE TECHNOLOGY 1: Prerequisite: Algebra 1 concepts, being able to work formulas and equations, reading and writing at grade level.

The automotive technology program will prepare students for entry level positions in the automotive field. The Maintenance and Light Repair curriculum is approved by The National Automotive Technicians Education Foundation (NATEF) and the program is NATEF certified in the following areas; brakes, electrical, engine performance, steering and suspension, engine repair, automatic and manual transmissions and transmissions work, manual drive train and axle, and heating and air conditioning. Industry standards are used and incorporated as well as up to date equipment to prepare a student for today's work environment. Students will be taught professionalism that an employer will expect on the job. The program offers a second year to improve students' skills and to advance knowledge in additional areas.

CERTIFICATIONS OFFERED:
NATEF Brakes, Electrical, Engine Performance, Steering and Suspension
SP/2 Safety Program

COLLEGE CREDIT OPPORTUNITIES:
Dual Enrollment with Central Maine Community College
Articulation Agreement with Southern Maine Community College

709 AUTOMOTIVE TECHNOLOGY 2: Students will continue the work started in Automotive Technology 1 by advancing their knowledge of automotive electronics, engine performance, and steering and suspension. This course is offered in the afternoon session only.

712 BUILDING CONSTRUCTION: The Building Construction program provides instruction and practice in the principles of residential construction. Students build scale and full size buildings, perform building tasks in the Augusta community, and study related information in the classroom. Students successfully completing the Building Construction course of instruction and work activities will be qualified for entry-level positions in construction, retail lumber, and related fields. This program helps build a firm foundation for furthering education in building technology programs at community colleges. **Students will need a mastery of measuring, reading, arithmetic computation skills. They should also be familiar with a full-function calculator to perform basic mathematical operations, and perform calculations using fractions and decimals.**

CERTIFICATIONS OFFERED:
OSHA 10 hour

COLLEGE CREDIT OPPORTUNITIES:
Dual Enrollment with Central Maine Community College

705 BUSINESS ACADEMY: The Business Academy is a Dual Enrollment Program designed to provide students the fundamental skills necessary for success as they continue their education after high school and enter the workforce.

Students enrolled in the Business Academy have the opportunity to earn up to 15 college credits, which equates to one semester of college. It is an excellent foundation for business education at the postsecondary level. Topics include Management, Marketing, Communication, Business Computing, Finance and Leadership.

704 BUSINESS ACADEMY 2: Students enrolled in a second year of Business Academy have the chance to earn up to an additional 15 college credits, which equates to one semester of college. Topics include Management, Marketing, Communication, Business Computing, Finance and Leadership.

COLLEGE CREDIT OPPORTUNITIES:
Dual Enrollment with Kennebec Valley Community College

720 CERTIFIED NURSING ASSISTANT: This CNA program provides students with opportunity to acquire knowledge and learn the skills necessary to become a Certified Nursing Assistant (CNA). Students learn how to give basic nursing care to patients and residents. This includes assisting with personal hygiene, movement, nutrition, elimination, communication and emergency situations. In the classroom, students learn about anatomy and physiology, diseases, illnesses and conditions of the human body, and they practice tasks in the skills lab. Working in the local nursing homes and hospital is required. Qualified students who successfully complete the program have the opportunity to take the State of Maine Certified Nursing Assistant exam in the spring and become a Certified Nursing Assistant (CNA). Students are prepared to work as a CNA and/or further their education in nursing or other medical fields.

It is recommended that students take biology and health courses prior to attending this program. Attendance is vital to this program, as there are state mandated hour requirements that must be fulfilled to take the CNA exam. A student interview and references may be required. Students must be 16 years of age to be eligible for a State of Maine Board of Nursing CNA license.

Students cannot gain employment until they are 18 years of age. Juniors are encouraged to take medical terminology to provide a solid foundation of the medical language, and then enroll in the CNA program senior year.

CERTIFICATIONS OFFERED:

State of Maine Certified Nursing Assistant
OSHA 5 hour card

714 COMPUTER TECHNOLOGY 1: The program will incorporate background work for the A+ Certification Test. Students will have classroom work, hands-on experience that will prepare them for entry-level positions and/or postsecondary computer related programs. Test PC Pro Course: PC Hardware and Software curriculum provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level information and communication technology (ICT) professionals. The curriculum covers the fundamentals of PC technology, networking, and security and also provides an introduction to advanced concepts.

CERTIFICATIONS OFFERED:

SkillsUSA
OSHA
Testout PC Pro

715 COMPUTER TECHNOLOGY 2: This program will prepare students for the CompTIANetwork+ Exam. Students gain knowledge and skills they need to install, configure, and maintain a network for a small business, providing them with simulations, lectures and information for preparation. Students will further their knowledge and resume with the additional networking information. This is an accelerated class with the second half of the school year open to the possibility of more certification or a student project.

CERTIFICATIONS OFFERED:

Testout Network Pro
Testout Routing and Switching Pro
Testout Security Pro

716 CULINARY ARTS: The Culinary Arts program trains students for a career in the Food Service industry. Students learn basic food preparation and safety, menu planning, baking fundamentals and proper dining room service techniques through daily lab work. Students are expected to participate in in-house functions, banquet services and outside catering events. Employment potential is excellent and there are many post-secondary opportunities available. Students will complete a resume, compete in cooking challenges, learn basic prep of mother sauces, and complete basic knife cuts.

Students should have basic math skills and knowledge of algebra, have average reading and writing skills, and be computer literate. Basic knowledge of French for culinary terms is useful.

717 CULINARY ARTS 2: The Culinary Arts 2 program further trains students for a career in the Food Service Industry. Students learn advanced techniques in food preparation and baking, and will also gain advanced knowledge of cuisines, as well as advanced dining room preparation of tableside cooking and advanced industry knowledge. Students will help with mentoring first year students in basic knowledge of culinary arts. Students will be responsible for leading, coordinating and accomplishing advanced assignments using independent performance. Students will complete a portfolio, perform cooking demonstrations, make advanced sauces made with mother sauces, and be eligible for hospitality certifications.

CERTIFICATIONS OFFERED:

Serv-Safe
SkillsUSA/NOCTI

COLLEGE CREDIT OPPORTUNITIES:

Articulations agreements with Central Maine Community College
Culinary Institute of America
Eastern Maine Community College
Southern Maine Community College

721 EARLY CHILDHOOD EDUCATION: Early Childhood education offers 2 one-year programs based on the standards put forth by National Association for the Education of Young Children. All students, regardless of year of enrollment, will assist in operating an on-site preschool program and will interact with local teachers and daycare providers when completing student teaching opportunities in the community. Students will work to develop a professional portfolio constructed on the preparation standards from the National Association for the Education of the Young Child (NAEYC).

During the 2018-19 school year, students will focus on healthy, safe classroom environments, as well as curriculum development. They will design a classroom layout, learn how to choose safe materials for children, receive training around safety and child abuse and develop curriculum based on standards.

During the 2019-20 school year, students will become acquainted with professional opportunities and expectations related to the early childhood field, learn about child development, prenatal to age eight, and receive instruction regarding assessment and how to measure if children are growing and learning.

Students must be 16 to participate in this program, and should have excellent reading and writing skills, and be a strong communicator.

722 EARLY CHILDHOOD EDUCATION 2: During the 2018-2019 school year, students will focus on healthy, safe classroom environments, as well as curriculum development. They will design a classroom layout, learn how to choose safe materials for children, receive training around safety and child abuse and develop curriculum based on standards.

CERTIFICATIONS OFFERED:

OSHA 5 hour card
First Aid/CPR

Begin a CECA (Certified Early Childhood Assistant), which may be completed during Year 2 of this program.

COLLEGE CREDIT OPPORTUNITIES:

Dual Enrollment through Thomas College

723 ELECTRICAL TECHNOLOGY: The Electrical Technology program is a two-year program. The program will cover AC electrical theory, residential construction wiring and light commercial wiring. All students will receive a State of Maine Electrical Helper's license and will be required to complete the OSHA 10 hour safety course. Class time is split between class instruction, practical wiring, labs and real world projects in the school and local community. Parts of the National Electrical Code that pertain to residential wiring are covered in detail. There is a full size ranch-style house framed up in the classroom that students will wire to code. Students will have an opportunity to compete in the SkillsUSA competition at the local, state and national level. Students will leave the program with the skills needed to work for an Electrical contractor at an entry level position and with the skills needed continue their education.

This program is recognized by the State of Maine Electricians' Examining Board in satisfying the 576 education hour requirement to be eligible to take the Journeyman Electrician's Exam. Graduates of the two year program receive the full education requirement (although the Board requires an additional 45 hour National Electrical Code class) while one year students meet 351 hours of the requirement.

CERTIFICATIONS OFFERED:

Maine Electrical Helper's License
OSHA 10 hour card
576 hour program of study requirement towards the State of Maine Journeyman License Exam

724 GRAPHIC DESIGN AND PRINTING 1: In this course, students will use their creativity and problem-solving skills to create original graphic and commercial art projects from concept to design to implementation. Students utilize the Adobe creative suite of products such as Photoshop, Illustrator and InDesign to learn fundamentals of layout and design through hands on projects. Sample topic areas include Typography, Advertising, Logo Design, Digital Photography, Photo Manipulation/restoration, T-shirt Design etc. Students are also introduced sublimation printing and finishing operations, screen printing, vinyl cutting/solvent printing, sublimation printing, digital output, wide format printing, and basic bindery. An emphasis is placed on professional conduct and work ethic. Hands-on experience is gained through participation in live jobs throughout the school year.

725 GRAPHIC DESIGN AND PRINTING 2: Students enrolled in this second level course will improve their design and printing skills through the production of jobs for non-profit organizations and schools. Students will complete higher level projects that have been built on the basic skills learned in Graphic Design 1. Advanced topics will include: business identity package, four-color T-shirt design and production, multi-color vinyl decal design and production, etc. Additional coursework will be tailored to individual interests. Students will also apply and demonstrate their skills by assisting first level students as mentors.

CERTIFICATIONS OFFERED:

SkillsUSA
OSHA 10 hour card

COLLEGE CREDIT OPPORTUNITIES:

Dual Enrollment with Central Maine Community College

729 LAW ENFORCEMENT ACADEMY: Students enrolled in the Law Enforcement Academy will gain a head start in this increasingly competitive field. The broad range of topics include Maine criminal law, traffic law, criminal investigations, report writing, defensive tactics, use of force options, ethics, legal subjects and human relations. The course is designed to help students make a career choice in the main occupations available in the field and to prepare them for further training or education in the criminal justice/law enforcement field. Students in this program are expected to display high standards of ethical and moral behavior, in and out of the classroom, that reflect professionalism, respect, commitment, dedication, pride, self-discipline and teamwork. The curriculum is delivered through lecture, videos, hands-on applications, demonstrations and practical scenarios. Major topics in the course include: defensive tactics, physical fitness, drill and ceremony, situational use of force options (pepper spray, taser, baton, firearms), low/high risk stops, crime scene processing and weekly report writing assignments. Students in the course are expected to be clean shaven, keep their hair well groomed. Uniform, boots and equipment will be provided.

CERTIFICATIONS OFFERED:

Handgun safety course
CPR/AED
Hazardous Materials Awareness

COLLEGE CREDIT OPPORTUNITIES:

Articulation agreement with Husson University

730 MACHINE TOOL TECHNOLOGY AND WELDING FABRICATION 1: This course will introduce students to both basic machining and welding. Activities include: lathe operations, milling machines, drill presses, blueprint reading and other tools found in the metal industry. Students will also

be introduced to aspects of Shielded Metal Arc Welding (Stick), Metal Inert Gas Welding (MIG), Plasma Cutting, Oxy/Fuel Torch operation and Tungsten Inert Gas Welding (TIG). All students will be expected to obtain a certification in NIMS (National Industrial Metal Society) or an AWS (American Welding Society) certification. These credentials are universally recognized in each of the respective industries.

731 MACHINE TOOL TECHNOLOGY & WELDING FABRICATION 2: This course is an extension of the Machine Tool/Welding Technology 1 program with an increased level of expertise in Machining and Welding. The Machinist projects are more complex. Students will be exposed to computer numerical control (CNC), four jaw chucking, and other advanced processes. The welding criteria will expand to include a more comprehensive skill set in the various test positions required by the American Welding Society (AWS). The students will expand their knowledge in TIG, blue print reading and other advanced aspects of welding.

CERTIFICATIONS OFFERED:

National Industrial Metal Society (NIMS)
American Welding Society (AWS)

COLLEGE CREDIT OPPORTUNITIES:

Dual Enrollment with Southern Maine Community College

726 MEDICAL/VETERINARIAN TERMINOLOGY: The first semester of the course will cover medical terminology. The second semester will cover veterinarian terminology. Students will learn human anatomy and physiology, and companion animal anatomy and physiology, fire safety, CPR for humans and animals, and infection control procedures. Students will practice skills related to human and animal studies such as vital signs, feeding and bathing, and other various human and animal nursing procedures. There will be opportunities to learn about careers in medical/veterinarian fields. There will be a clinical rotation at the local animal shelter during the second semester. Students will be able to job shadow according to their career interest. Students who successfully complete the program may be eligible to become employed in a medical office setting and/or veterinary clinic. This is an excellent course to begin education in the health field, as students learn the terminology that will be a good base for any medical career. This course is offered during the afternoon session only.

CERTIFICATIONS OFFERED:

CPR for humans and animals
OSHA 5 hour card

COLLEGE CREDIT OPPORTUNITIES: Dual Enrollment with
Central Maine Community College

735 PLUMBING AND HEATING: Plumbing and Heating offers 2 one-year programs providing instruction in all phases of plumbing and heating technology. The students will learn installation, repair and maintenance of plumbing and heating equipment.

In the Heating year (2018-2019), students will learn basics of oil and gas heating systems. They will learn to use the tools to maintain, install and troubleshoot heating systems. Boilers and furnaces will be worked on in our lab. Students will be involved in the installation and service of the equipment. Domestic water heating by electricity, gas, oil and solar will be understood. Upon completion of the course, students will have the opportunity to receive credit for Plumbing Fundamentals in the Energy Services Technology Program at KVCC.

In the Plumbing year (2019-2020), students will learn types of piping, fittings and the tools required for their proper installation. Plumbing installations will be done under slab and in wood frame spaces in and outside our shop. Students will learn about different pumps, tanks and plumbing fixtures and will be involved in installation and service of the equipment. Domestic water heating by electricity, gas, oil and solar will be understood. Upon completion of this course students will have the opportunity to receive credit for Plumbing Fundamentals in the Energy Services Technology program at Kennebec Valley Community College.

Both courses use a nationally recognized curriculum with national registry for qualified students. Graduates have basic entry-level skills to enter the workforce or continue their education in Plumbing and Heating at a community college.

Students should have mastery of measuring, reading, arithmetic computation skills, be familiar with a full-function calculator to perform basic mathematical operations, and perform calculations using fractions and decimals.

CERTIFICATIONS OFFERED:

National Association of Home Builders
National Oilheat Research Alliance Bronze Course
OSHA 10 hour card

COLLEGE CREDIT OPPORTUNITIES:

Dual Enrollment with Kennebec Valley Community College

Requirements For A Cony High School Diploma – Class of 2019, 2020

SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12	Total # of Credits Req.
English	English 1	English 2	English 3	English 4	4
Math	Math	Math plus .5 prob/stats	Math		3.5
Science	Science Foundations 1.5	Biology	Science		3.5
Social Studies	Global Insights		US History Economic Found.	Civics	3
Physical Education/Health	Physical Ed. 1	Health	Physical Ed. 2		1 ½
Visual/Performing Arts	Art 1 or Music				1
World Language	Level 2 (recommended)				
Advisor/Advisee	.25 credits per year	.25 credits per year	.25 credits per year	.25 credits per year	1
Community Service	Day of Caring	Day of Caring	Day of Caring	Day of Caring	20 Hours
Other Electives					
Total # Per year					24 credits for Graduation

Requirements For A Cony High School Diploma Class Of 2021 And Beyond

SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12	Total # of Credits Req.
English	English 1	English 2	English 3	English 4	4
Math	Math	Math +Intro to Stats	Math		3.5
Science	Foundations 1.5	Biology	Science		3.5
Social Studies	Global Insights		US History Economic Found.	Civics	3
Physical Education/Health	Physical Ed. 1	Health	Physical Ed. 2		1 ½
Visual/Performing Arts	Art 1 or Music				1
Foreign Language	Level 2	Level 3 (recommended)			2
Advisor/Advisee	.25 credits per year	.25 credits per year	.25 credits per year	.25 credits per year	1
Community Service	Day of Caring	Day of Caring	Day of Caring	Day of Caring	20 Hours
Other Electives					
Total # Per year					24 credits for Graduation

Academic Preparation Chart

Subject	Cory High School Minimum Graduation Requirements	Community Colleges Preparation	4 Year College Preparation	Selective College Recommendation
English	4 credits College Prep or Technical	4 credits College Prep or Technical	4 credits College Prep or Honors	4 credits at Honors/AP level
World Language	2 credits required for Class of 2021 and beyond	2 credits required for Class of 2021 and beyond	2 or more credits of one language	3 or more credits of one language
Mathematics	3.5 credits Integrated or College Prep	3.5 credits Integrated or College Prep	3.5 to 4.5 credits College Prep or Honors	4+ credits Honors, including Calculus
Science	3.5 credits Tech Prep or College Prep	3.5 credits Tech Prep or College Prep	3.5 to 4.5 credits College Prep or Honors/AP	4+ credits at Honors/AP
Social Studies	3 credits, including US Hist, Global Insights, Econ/Civics	3 credits, including US History, Global Insights Econ/Civics	3+ credits including US Hist, Global Insights Econ/Civics	3-4 credits at Honors/AP Econ/Civics or AP Gov
Physical Education and Health	1.5 credits	1.5 credits	1.5 credits	1.5 credits
Visual/Performing Arts	1 credit	1 credit	1 credit or more depending on focus	1 credit or more depending on focus

Community Service The 20 hour Community Service requirement may be met by participation in The Day of Caring for all four years.

Proficiency Standards for Cony High School Diploma by Course

English Language Arts (Common Core)

English 9 and Freshmen Seminar

RL.9-10.1; RL.9-10.4; RI.9-10.1; RI.9-10.4; W.9-10.2a. & W.9-10.2f; W.9-10.3a; W.9-10.3b; W.9-10.3d; W.9-10.3e; W.9-10.8; W.9-10.9; L.9-10.2

English 10

RL.9-10.2; RL.9-10.3; RL.9-10.6; RI.9-10.2; RI.9-10.3; W.9-10.2a; W.9-10.2b; W.9-10.2c; W.9-10.3c; W.9-10.7; W.9-10.8; W.9-10.9; L.9-10.3a

English 11

RL.11-12.1; RL.11-12.5; RI.11-12.1; RI.11-12.7; W.11-12.2a; W.11-12.2b; W.11-12.2c; W.11-12.2e; W.11-12.2f; W.11-12.4; W.11-12.5; W.11-12.6; W.11-12.7; W.11-12.8; W.11-12.9; W.11-12.10

English 12

RL.11-12.1; RL.11-12.3; RL.11-12.4; RL.11-12.6; RI.11-12.1; RI.11-12.7; W.11-12.1a.; W.11-12.1b; W.11-12.1c; W.11-12.1d; W.11-12.1e; W.11-12.2b; W.11-12.2c; W.11-12.2e; W.11-12.4; W.11-12.4; W.11-12.5; W.11-12.6; W.11-12.7; W.11-12.8; W.11-12.9; W.11-12.10

AP Language and Composition

W.11-12.2 a-f; W.11-12.4; W.11-12.5; W.11-12.6; RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.4; RI.11-12.5; RI.11-12.6

AP Literature

W.11-12.1a.; W.11-12.1b; W.11-12.1d; W.11-12.2b; W.11-12.7; W.11-12.8; W.11-12.9; W.11-12.10
RL.11-12.1-6

Creative Writing

W.9-10.5; W.9-10.10

Mythology

RL.9-10.2; RL.9-10.4; L.9-10.2

Let's Talk

SL.9-10.1; SL.9-10.1c; SL.9-10.1d; SL.9-10.6

How Movies Tell Their Stories

RL.9-10.2; RL.9-10.3; RL.9-10.5; RL.9-10.7

Mathematics (Common Core)

Algebra I

A-CED 1,2,4; A-REI 1,2; A-REI 3,4; A-REI 5,6,7; A-REI 10,11; F-IF 1,2; F-IF 4,5,6; F-IF 7,8; G-GPE 5; N-Q 1,2,3; A-SSE 1a,2,3a; A-APR 1

Geometry

G-CO 7, 8; G-CO 9, 10; G-CO 12, 13; G-SRT 2, 3; G-SRT 5; G-SRT 6, 7, 8; G-C 2; G-C 5; G-GPE 5, 6, 7; G-GMD 3; G-MG 1, 2, 3

Algebra II

N-RN 1, 2, 3; N-Q 1, 2, 3; N-CN 1, 2; N-CN 7; A-SSE 1,2,3; A-APR 1,2,3,6; A-CED 1, 2, 3, 4; A-REI 4; A-REI 5, 6, 7; A-REI 10, 11, 12; F-IF 1, 2; F-IF 4, 5, 6; F-IF 7, 8; F-BF 1; F-BF 3; F-LE 1, 3

Statistics and Probability

S-ID 1, 2, 3, 4; S-ID 5, 6; S-ID 7, 8, 9; S-IC 1, 2; S-IC 3, 4, 5, 6; S-CP 1, 2, 3, 4, 5; S-CP 6, 7

Precalculus

Algebra II Standards plus N-CN3; A-APR 6, 7; A-REI 7; F-IF 4, 7a-c, e 8 a, b; F-BF 1 a-c, 2, 3, 4a-c; F-LE 1 a-c, 2, 3, 4, 5; F-TF 1, 2, 3, 4, 5, 8; G-SRT 6, 7, 8, 9, 10, 11; G-GPE 1

Math Strategies

6.NS.C (1,5,6a,7a,7b,7c,7d); 6.EE.A (1,2a,2b,2c,3); 6.EE.B (5,6,7); 6.RP.A (1,2,3a,3b); 7.RP.A (1,2a,2b,2d,3); 7.G.A (1); 7.NS.A (1,1d,2a,2b,2c,3); 8.EE.A (2, 4); 8.EE.B (5); 8.EE.C (7a, 7b); 8.NS.A (1); 8.G.A (3,4); 8.G.B. (7, 8)

AP Statistics

S-ID 1, 2, 3, 4; S-ID 5, 6; S-ID 7, 8, 9; S-IC 1, 2; S-IC 3, 4, 5, 6; S-CP 1, 2, 3, 4, 5; S-CP 6, 7; S-CP8, 9; S-MD 1, 2, 3, 4, 5, 6
7 plus College Board standards

Senior Math

Algebra II and Geometry Standards plus College Algebra Standards of Set Theory, Number Bases and other Numbers Systems, Number Theory and Consumer/Financial Math

AP Calculus

College Board Standards

Proficiency Standards for Cony High School Diploma by Course

Science

(Next Generation Standards & Common Core-Literacy for Science/Technical Subjects)

Energy, Engineering, Environment

HS-PS 3-2; HS PS 3-3; HS-ETS 1-3;
CCSS.ELA.Literacy.WHST.9-10.1.e;
CCSS.ELA.Literacy.RST 9-10.4

Physical Science

Appendix G, Crosscutting Concepts #3;
Appendix F, Practice 5;
CCSS.ELA.Literacy.RST.9-10.5;
CCSS.ELA.Literacy.WHST.9-10.1

Earth and Space Science

HS-ESS1-2; Appendix F, Practice 2; HS-ESS2-2;
CCSS.ELA.Literacy.RST 9-10.1;
CCSS.ELA.Literacy.RST 9-10.9;
CCSS.ELA.Literacy.WST 9-10.1a

Biology

Appendix G, Crosscutting Concepts #1;
Appendix G, Crosscutting Concepts #2;
Appendix G, Crosscutting Concepts #6; HS-LS2-1; HS-LS1-5; HS-LS1-7; HS-LS1-1; HS-LS4-2; CCSS.ELA.Literacy.RST.9-10.3;
CCSS.ELA.Literacy.WHST.9-10.1

Chemistry

Appendix F, Practice 5; HS-PS1-1a; HS-PS1-1;
HS-PS1-2; HS-PS1-3; HS-PS1-4;
CCSS:ELA.Literacy.RST.11-12.3;
CCSS.ELA.Literacy.WHST.11-12.2

Physics

Appendix F, practice 3, 4, 5; HS-PS2.a; HS-PS2.b;
Appendix G Crosscutting Concepts #1, #4;
HS.PS3.a-d; HS-PS4.a & b;
CCSS.ELA.Literacy.RST.11-12.3;
CCSS.ELA.Literacy.RST.11-12.4;
CCSS.ELA.Literacy.WHST.11-12.2d

Anatomy

HS-LS1.a; HS-LS1-2; Appendix F, Practice 3;
HS-LS1-2; HS-LS1-3; HS-LS1-7;
CCSS.ELA.Literacy.RST.11-12.2, 4, 6, 7, 9;
CCSS.ELA.Literacy.WHST.11-12.1a
CCSS.ELA.Literacy.WHST.11-12.2

Marine Science

HS-LS1-2; HS-LS1-3; HS-ESS3-4;
CCSS.ELA.Literacy.RST.11-12.2;
CCSS.ELA.Literacy.RST.11-12.3;
CCSS.ELA.Literacy.WST.11-12.2

AP Biology

HS-LS1-1; HS-LS2-1-LS2-8; HS-LS3-1-LS2-3;
HS-LS41-LS4-5;
CCSS.ELA.Literacy.WHST.11-12.1a;
CCSS.ELA.Literacy.RST.11-12.4

STEM

HS-ETS1 Cross-Cutting Concepts; HS-ETS1.c
Disciplinary Core Ideas;
Appendix F: Science and Engineering Practice, Practice 5;
CCSS.ELA.Literacy.RST.11-12.3;
CCSS.ELA.Literacy.WHST.11-12.2

Social Studies

(Maine's Learning Results & Common Core-Literacy for History & Social Studies)

Global Insights and Freshmen Academy (Social Studies)

A.1.c, A.1.e, A.2.a, B.1.e, C.1.d, C.1.e,
D.1.a, D.1.b, D.1.c, D.1.d, D.2.a,
E.2.a, E.2.b; CCSS.ELA-Literacy.RH.9-10.4;
CCSS.ELA-Literacy.RH.9-10.5; CCSS.ELA-Literacy.RH.9-10.6

US History and AP US History

D.1.a; D.2.a; E.1.a, E.1.b & E.1.c,
E.1.d; E.2.a, E.2.b; CCSS.ELA-Literacy.RH.9-10.9;
CCSS.ELA-Literacy.WHST.9-10.1.a-e;
CCSS.ELA-Literacy.WHST.9-10.2.a-f

Civics and AP Government

A.1.a-A.1.e; B.1.a, B.1.b, B.1.c, B.1.d,
B.1.e; B.2.a, B.2.b, B.2.c, B.2.d, B.2.e;
B.3.a, B.3.b; E.1.a, E.1.b, E.1.c, E.1.d;
CCSS.ELA-Literacy.WHST.9-10.7;
CCSS.ELA-Literacy.WHST.9-10.8;
CCSS.ELA-Literacy.RH.9-10.6

Economic Foundations

C.1.a, C.1.b, C.1.c, C.1.d, C.1.e, C.1.f,
C.1.g; C.2.a, C.2.b, C.2.c; CCSS.ELA-Literacy.WHST.9-10.1.a-e;
CCSS.ELA-Literacy.WHST.9-10.4;
CCSS.ELA-Literacy.WHST.9-10.7

Psychology

A.2.a, A.2.b; B.2.a, B.2.b, B.2.c, B.2.d,
B.2.e; Health Education (HE) A.2, A.3,
A.6, HE C.1, HE D.1.a, D.1.b, D.1.c,
D.1.d, D.1.e, D.1.f; CCSS.ELA-Literacy.WHST.9-10.4;
CCSS.ELA-Literacy.WHST.9-10.6

World History

A.1.f; A.1.g; B.1.b, B.1.d; B.2.d;
B.3.b; D.1.d; E.1a-E.1d; E.2.a;
CCSS.ELA.Literacy.RH 9-10.1;
CCSS.ELA.Literacy.RH 9-10.2;
CCSS.ELA.Literacy.RH 9-10.3;

Holocaust

A.1.c; A.2.b; E.1.a; E.1.b; E.2.a; E.2.b

Proficiency Standards for Cony High School Diploma by Course

Wellness

(Maine's Learning Results)

Physical Education 1

G.2, G.3, G.4, H.1, H.2, H.3, H.4

Physical Education 2

I.1a, I.1b, I.1c, I.2

Health Education

A.6; C.1

Advanced Health Education

A.6; C.1

Sport Elective

G.2; I.1a, I.1b, I.1c; I.2; I.3

Outdoor Education Elective

C.2b; G.2; I.2

Adapted Physical Education

G. 2, I.2

World Languages

(Maine's Learning Results)

Level 1

A.A2. Interpretive Grades 3-5 listening;
A.A2. Interpretive Grades 6-8 reading;
A.A3 Presentational PreK-2 speaking;
A.A3 Presentational PreK-2 writing; A1
Interpersonal PreK-2

Level 2

A.A2.Interpretive.Grades 6-8 listening;
A.A2.Interpretive.Grades 6-8 reading;
A.A3.Presentational. Grades 3-5 speaking;
A.A3.Presentational. Grades 3-5 writing;
A.A1.Interpersonal.Grades 3-5

Level 3

A.A2.Interpretive Grades 9-
diploma/secondary listening;
A.A2.Interpretive. Grades 9-
diploma/secondary reading;
A.A3.Presentational. Grades 6-8 speaking;
A.A3.Presentational Grades 6-8 writing;
A.A1.Interpretational Grades 6-8

Level 4

A.A2. Interpretive Grades 9-
diploma/secondary listening; A.A2.
Interpretive Grades 9-diploma/secondary
reading; A.A3. Presentational Grades 9-
diploma/secondary speaking;
A.A3.Presentational Grades 9-
diploma/secondary writing;
A.A1.Interpersonal Grades 9-
diploma/secondary

Proficiency Standards for Cony High School Diploma by Course

Visual & Performing Arts Music *(Maine's Learning Results)*

Band

A.1, A.2, A.3; B.1, B.2; C.1; D.1;
E.1, E.2, E.3, E.4, E.5

Chorus/Concert Choir

A.1, A.2, A.3; B.1, B.2; C.1; D.1;
E.1, E.2, E.3, E.4, E.5

Guitar

A.1, A.2, A.3; B.1, B.2; C.1

History of Rock n Roll

A.2, A.3; B.2; C.1; D.1; E.1, E.2

Music Theory

A.2, A.3; B.2; C.1; D.1; E.1, E.2

Theater

A.1, A.2, A.3; B.1, B.2; C.1; D.1

Visual & Performing Arts Art *(Maine's Learning Results)*

Introduction to Art

A.2a, A.2b; B.1; B.2; B.3a, B.3b,
B.3c; D.1a, D.1b, D.1c

Drawing

A.3, B.1, B.2, B.3a, B.3b, B.3c, C.1

Painting

A.3, B.1, B.2, B.3a, B.3b, B.3c; D.1a,
D.1b, D.1c

Sculpture

A.3, B.1, B.2, B.3a, B.3b, B.3c, C.1

Ceramics

A.3, B.1, B.2, B.3a, B.3b, B.3c, D.1a,
D.1b, D.1c

Digital Photography

A.3, B.1, B.2, B.3a, B.3b, B.3c, C.1,
D.1a, D.1b, D.1c

Self Directed Studies/Portfolio

A.3; B.1, B.2, B.3a, B.3b, B.3c, B.4,
D.1a, D.1b, D.1c, E.2, E.3

FRESHMAN YEAR

Semester 1 - FALL			Semester 2 - SPRING	
Period	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1				
2				
3				
4				

SOPHOMORE YEAR

Semester 1 - FALL			Semester 2 - SPRING	
Period	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1				
2				
3				
4				

JUNIOR YEAR

Semester 1 - FALL			Semester 2 - SPRING	
Period	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1				
2				
3				
4				

SENIOR YEAR

Semester 1 - FALL			Semester 2 - SPRING	
Period	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1				
2				
3				
4				