

**Regional School Unit #4**  
**971 Gardiner Rd**  
**Wales, Me. 04280**  
*Phone: 207-375-4273*  
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# Fax

<b>To:</b> Diana Doiron	<b>From:</b> Cathy McCue
<b>Fax:</b> 1-877-227-9838	<b>Date:</b> 10/10/14
<b>Phone:</b>	<b>Pages:</b> 41
<b>Re:</b> Extension Application	<b>CC:</b>

**Urgent**     **For Review**     **Please Comment**     **Please Reply**     **Please Recycle**

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**School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.**

#### **Directions for submitting an extension application**

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

**Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.**

## Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

### Submittal Window

1. Indicate the submitting date.

August 18, 2014, 5 pm     September 17, 2014, 5 pm     October 18, 2014, 5 pm

### Superintendents Region

2. Indicate the superintendent region in which your SAU is a member.

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	
Western Maine	X
York	

3. **School Administrative Unit: Regional School Unit No. 4**
4. **High School(s): Oak Hill High School**
5. **Name and title of person completing the extension request:**  
Cathy McCue, Assistant Superintendent, and Pat Doyle, Principal
6. **Superintendent's name, address, phone number and email:**  
James Hodgkins, 971 Gardiner Rd., Wales, ME, 375.4273  
James.hodgkins@rsu4.org

7. **Evidence of Preparedness**

In 2002, Oak Hill High School laid the foundation for student equity and opportunity to learn by eliminating leveled courses. The Oak Hill High School Mission includes Expectations for Student Learning based on the MDOE Guiding Principles defined by Oak Hill Faculty. Our mission was reviewed and approved by all stake holders May 2008. (See: 1, Oak Hill High School Mission and Expectation).

Oak Hill professionals have begun the identification of graduation standards with H. McGinley in all content areas. (See: 2, Draft Document). During the spring of 2014 a faculty and student committee revised the grade reporting system. The new grading practice divides assessments into formative and summative categories. Formative assignments will receive a 0 through 4 proficiency rating and summative assignments will receive a grade/informational rating. This system is our RTI success monitoring system and aligns with proficiency based education practices. The success monitoring system identifies students in need of interventions to remain on teacher pace. This monitoring system is also used for eligibility. (See: 3, School board Approved Procedure).

The Senior Project measures student attainment of Expectations for Student Learning. Building wide common rubrics are used to measure components of the senior project which includes cumulative evidence of student work. (See: 4, Senior Project Rubrics and Student Materials). From 2008 to 2010, the faculty worked on Maine Course Pathway syllabi for all courses offered demanding student learning experiences be linked to Common Core State Standards and Maine Learning Results. (See: 5, Sample Syllabus).

Open access Advanced Placement courses were made available to all students in 2005, supported by a National Governors Association grant. Currently we offer ten AP courses that significantly raise the level of rigor of the overall programs mix. Through our open access approach, one third of our 10<sup>th</sup> through 12<sup>th</sup> grade students are enrolled in one or more of these courses. (See: 6, AP Syllabus)

Literacy strategy training for all faculty began in 2004 and it is a school wide expectation of all faculty to actively use literacy strategies and scaffolding materials in all courses. (See: 7, List of Training and Materials). Active participation with Maine Cohort for Customized Learning (2011) and Western Maine Education Consortium (2007) provided teacher training in Complex Reasoning and Art and Science of Teaching Instructional Model. This has impacted instructional practice. (See: 5, Syllabus)

Reinventing Schools Coalition training resulted in school wide changes in teacher practice and student engagement. One example is Code of Cooperation developed by students and reviewed yearly by our Student Leadership Team. (See: 8, C.O.C.). Another is the use of Capacity Matrices that provide for transparency with students around learning. (See: 9, Capacity Matrix Social Studies). Raider Connections (RC) is dedicated 25 min. twice a week for students to connect with teachers or each other for academic support. (See: 10, description of RC). Writing and math labs are available to all students for academic support. (See: 11, Building Schedule and Success Monitoring Description).

The impact of teacher training and classroom implementation of proficiency based strategies has led to teacher innovation to support anytime, anywhere learning. (See: 12, FLiP, Flipped Classroom, and 3, Eligibility System) As we implemented proficiency based philosophy and instructional techniques it became evident that holding students hard deadlines and semester dates became unreasonable. As a result of more flexibility with time frames for learning to meet student needs, failure rates have declined and graduation rates have increased. Through self advocacy students have requested additional opportunities to learn and teachers have responded with holiday and vacation school opportunities. Students know the learning expectations and can articulate them; they understand their own strengths and weaknesses as evidenced in their self advocacy.

Our communities have had a foundational voice in the change to proficiency based education. In both the Future Search (2009) and World Café (2011) we had representation from all stakeholders groups from every community that

makes up RSU4. These gatherings created the RSU4 Mission and Guiding Principles, our roadmap to success for all students. (See: 13, RSU 4 Mission, Vision and Guiding Principles)

#### Future Needs:

- Time to develop multiple assessments for each standard or standard component to provide the opportunity to demonstrate proficiency for all students.
- Time to create, pilot and refine proficiency based instructional tools and teacher methods.
- Time to redesign the school day to open up options for student learning.
- Pilot grading and reporting system (Empower) to meet the needs of the community.
- Develop policy around diploma grading, graduation honors attainment, transcripts.
- Redesign the program of studies from a credit based to a proficiency based system.
- Fully develop the support system for student success, including rethinking the time in high school.
- Time to develop a seamless Pre-K 12 proficiency based system to ensure students entering high school are ready for teacher pace.

#### 8. Multi-year Implementation Plan

##### 2014- 2015

- Sept. to Jan. - Identification of standards for awarding diplomas in all content areas. Adoption of diploma standards by school board. (Standards Documents and School Board Minutes)
- Sept. to June – Development of student learning experiences and assessments to measure standards attainment in ELA and math. All other curricular areas will be working on development of student learning experiences and assessments for 1<sup>st</sup> year high school students. (Published documents used in teaching and learning)
- Establish a taskforce to redesign the traditions of high school and honors attainment. Members to include students, parents, community members, school board and faculty. Adoption of school traditions by school board. (Description of new school traditions that will be adopted, school committee minutes)
- Implementation of grading and progress monitoring system. (Sample Report)

**2015 - 2016**

- Sept. to June – Development of student learning experiences and assessments to measure standards attainment in Science and Social Studies. All other curricular areas will be working on development of student learning experiences and assessments for high school students. (Published documents used in teaching and learning)
- Pilot and revise as needed student learning experiences and assessments ELA and math. And in all areas for 1<sup>st</sup> year high school students. (Published documents used in teaching and learning)
- Continue taskforce work.

**2016– 2017**

- Sept. to June – Develop and pilot remaining student learning experiences and assessments to measure standards attainment in all remaining curricular areas. (Published documents used in teaching and learning)
- Pilot and revise as needed student learning experiences and assessments Science and Social Studies. And in all areas for 1<sup>st</sup> year high school students. (Published documents used in teaching and learning)
- Continue taskforce work if needed.

**2017 - 2021**

Beginning with 1<sup>st</sup> year high school students we will move the traditional credit system to a proficiency based standards attainment system for awarding diplomas. All entering 9<sup>th</sup> grade students in the fall of 2017 will be on the proficiency based diploma system. The graduation class of 2020 will be the last class to graduate under credit requirements and a traditional model. (Program of studies approved by the School Board)

**9. System of Supports for Student Learning**

- Beginning in the fall of 2014 our grading system includes a success monitoring system. Formative assessments will be scored on a 0 to 4 system. Summative assessment will measure standards and be given a grade of 70 to 100 or a code to explain level of performance or non-performance. NYP means not yet proficient, NPS means not prepared for summative or IWS which means insufficient work shown not enough turn in for teacher to make a judgment. When things are not progressing on teacher pace or behavior is getting in the way of learning a teacher can rate a student as unsatisfactory, if work is not turned in they can rate the student as IWS. In both cases a notification is sent to administration. This

notification triggers the success monitoring system to take effect the student is assigned extra academic help. This help can be given during the day in writing and math labs, during raider connections or before or after school with the academic teacher. (Grading and Reporting Document and Eligibility Document)

- Courses are currently non-leveled and taught at a college and career ready level of rigor. The one exception is Advanced Placement courses that are under College Board requirements through the syllabus approval system and are graded traditionally.
- Senior Project which was previously described is a graduation requirement.

#### **Proficiency-Based Diploma Transition Funds**

**10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:**

- **Policy: 0**
- **Practice: 100%**
- **Community Engagement: 0**
- **One-year Carry Over: 0**

The funds were applied to the following work around proficiency based education expenditures: Training in the district adopted model of instruction, Art and Science of Teaching and the staff development in using iObservation to support professional growth in the strategies; substitute teacher costs to send teachers to The Customized Learning Summit, Maine Curriculum Leaders Spring Conference (Communicating with Stakeholders about Proficiency Based Education) and the Proficiency Based Diploma Problem Solving Series.

**11. The 2014-15 Transition Funds will be used to continue the work of developing our graduation standards and aligning instruction and assessment to those standards. We will be working with Heidi McGinley to support this work. We will also be working with a contractor, Curt Jack, to continue to support the development of teacher coaches and their expertise in the Art and Science of Teaching model and the use of iObservation. In addition, we will support our work with Re-Inventing Schools Coalition by hiring subs to allow teachers to have small group sessions with a RISC coach. RISC will be working with teachers to develop professional proficiency in the goals of transparency of learning, recording and reporting learning and developing classroom practices to support these goals. The intended impact of this work is to support a change in classroom practice**

**within our classrooms and collaborative groups (PLGs) and to begin to document learner proficiency in the identified standards with evidence.**

<b>Identifying Standards/Assessing for Evidence of Proficiency: Heidi McGinley</b>	
<b>\$6000 for 20 days of content specific work</b>	<b>June 2015</b>
<b>iObservation coaches support: Curt Jack</b>	
<b>\$3000 for 10 days</b>	<b>June 2015</b>
<b>Substitutes for teachers to work with coaches</b>	
<b>\$3120 (8 subs X 7 days X \$60)</b>	<b>June 2015</b>
<b>RISC-portion of the contract work for the school year</b>	
<b>\$3405</b>	<b>June 2015</b>

### **School Board Vote and Approval of the Extension Request**

**12. Provide the agenda and minutes from your SAU school board meeting reflecting a formal board vote and approval of the extension request. Reference the page numbers that specifically address the board vote and approval of the extension request option.**

**REGIONAL SCHOOL UNIT NO. 4**  
**BOARD OF DIRECTORS REGULAR MEETING**  
**REVISED**  
**WEDNESDAY, SEPTEMBER 24, 2014**  
**HEALTH ROOM (Rm. 133) – OAK HILL HIGH SCHOOL - 6:30 P.M.**

*Inspiring all learners to achieve future success*

School Board Members Present:  
School Board Members Absent:  
Staff Members Present:

**1. OPENING EXERCISES**

- 1.1 Call to Order
- 1.2 Pledge of Allegiance
- 1.3 Agenda Adjustment

**2. CONSIDERATION OF THE MINUTES**

- 2.1 To approve the minutes of the September 10, 2014 Board of Directors meeting as written or with corrections.

Motion \_\_\_\_\_ Seconded \_\_\_\_\_ Vote \_\_\_\_\_

**3. FINANCIAL REPORT**

- 3.1 To approve the August 2014 Financial Report as reported by the Business Manager Scott Eldridge

Motion \_\_\_\_\_ Seconded \_\_\_\_\_ Vote \_\_\_\_\_

**4. PETITIONS AND COMMUNICATIONS**

**5. REPORTS**

- 5.1 Superintendent's Report:
  - Appointments:
  - Resignations:
  - Retirements:
- 5.2 Assistant Supt. Report:
- 5.3 Principal's Report:
- 5.4 Other Reports: Auditor's Presentation
- 5.5 Comments From the Floor:

**6. OLD BUSINESS**

- 6.1 To approve the First Reading of the following policy.
  - \*KHB-R – Advertising and Commercial Activities Procedure

Motion \_\_\_\_\_ Seconded \_\_\_\_\_ Vote \_\_\_\_\_

6.2 To approve a request to the Dept. of Education for an extension on the Proficiency-Based Diploma application.

Motion \_\_\_\_\_ Seconded \_\_\_\_\_ Vote \_\_\_\_\_

**7. NEW BUSINESS**

**8. COMMITTEE REPORTS**

- Finance Committee:
- Policy Committee:
- Personnel Committee:
- Facilities Committee:

**9. BOARD MEMBER COMMENTS**

**10. EXECUTIVE SESSIONS**

10.1 To enter into Executive Session pursuant to 1 M.R.S.A. § 405(6)(D) – Contract Negotiations with Business Manager.

Motion \_\_\_\_\_ Seconded \_\_\_\_\_ Vote \_\_\_\_\_

10.2 To enter into Executive Session pursuant to 1 M.R.S.A. §405(6)(A) – Personnel Matter.

Motion \_\_\_\_\_ Seconded \_\_\_\_\_ Vote \_\_\_\_\_

**11. ADJOURNMENT**

Without objection the Board Chair declares the meeting adjourned at \_\_\_\_\_ p.m.



Moved: R. Gayton Seconded: W. Fessenden  
To approve the First Reading of the following policy.  
\*KHB-R - Advertising and Commercial Activities Procedure  
**Unanimously approved**

**Moved: R. Gayton Seconded: W. Fessenden**  
**To approve a request to the Dept. of Education for an extension on the**  
**Proficiency-Based Diploma.**  
**Unanimously approved**

### **NEW BUSINESS**

Moved: R. Gayton Seconded: W. Fessenden  
To approve a MELMAC trip to Boston, MA for October 9.  
**Unanimously approved**

### **COMMITTEE REPORTS**

Finance Committee:  
Policy Committee:  
Personnel Committee:  
Facilities Committee:

### **BOARD MEMBER COMMENTS**

### **EXECUTIVE SESSIONS**

Moved: Seconded:  
To enter into Executive Session pursuant to 1 M.R.S.A. § 405(6)(D) – Contract Negotiations  
with Business Manager.  
**Unanimously approved**  
In: pm  
Out:

Moved: Seconded:  
To enter into Executive Session pursuant to 1 M.R.S.A. § 405(6)(A) – Personnel Issue  
**Unanimously approved**  
In: pm  
Out:

### **ADJOURNMENT**

Without objection the Board Chair declares the meeting adjourned at p.m.

**Option 5 Authorization Page**

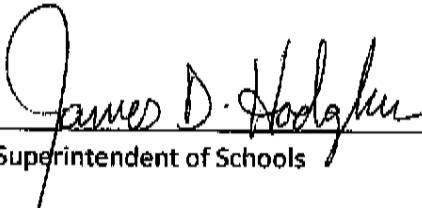
Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

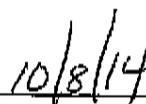
- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles
- a budget for use of additional proficiency-based diploma transition funds.

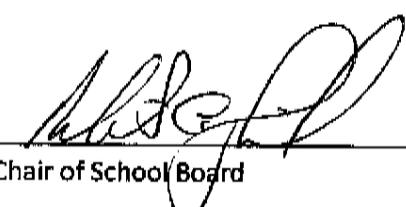
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

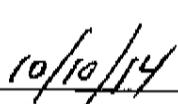
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;
- C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

  
\_\_\_\_\_  
Superintendent of Schools

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chair of School Board

  
\_\_\_\_\_  
Date

# OHHS Mission

**Oak Hill High School has a supportive, collaborative learning environment that respects and fosters diversity. Through effective leadership and use of research-based instruction, there are opportunities for all students to acquire and demonstrate the skills, aptitudes and knowledge needed for success in an ever-changing world.**

## Expectations for Student Learning Rubric

1. **A Clear and Effective Communicator**
  - A. Uses the spoken and written English language effectively.
  - B. Is able to present ideas and thoughts in a variety of methods so the audience understands.
2. **A Self-Directed Life-Long Learner**
  - A. Develops and uses research skills.
  - B. Is a reflective learner.
  - C. Demonstrates initiative and motivation for setting and attaining goals.
3. **A Collaborative and Quality Worker**
  - A. Contributes in group setting to accomplish goals.
  - B. Produces work individually and in groups that meets a high standard of quality.
  - C. Understands individual roles within a group.
  - D. Perseveres in challenging situations.
4. **A Creative and Practical Problem Solver**
  - A. Uses appropriate decision-making strategies to solve problems and successfully achieve goals and objectives.
  - B. Has the ability to use appropriate technology for a variety of purposes.
5. **An Integrative and Informed Thinker**
  - A. Uses higher-level thinking skills (analysis, evaluation, and synthesis).
  - B. Integrates and synthesizes information from multiple sources and disciplines.
6. **A Citizen Who Is Involved, Civic-Minded, and Personally and Socially Responsible**
  - A. Understands the positive or negative impact of speech and personal behaviors on oneself, others and the environment.
  - B. Is a positive contributing member of a large community with rules and expectations.
  - C. Understands rights and responsibilities as a member of society.
  - D. Understands that there are legal and acceptable avenues to promote change.

## OHHS ELA GRADUATION STANDARDS

## Standard Description

<b><u>Cite strong and thorough textual evidence</u></b> to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<b>RI. 1. (11-12)</b>
<b><u>Determine a theme or central idea of a text and analyze</u></b> in detail its specific development over the course of the text, including how it emerges and is shaped and refined by specific details.	<b>RI. 2. (9-10)</b>
<b><u>Analyze the impact of the author's choices</u></b> regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<b>RI. 3. (11-12)</b>
<b><u>Determine the meaning of words and phrases</u></b> as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<b>RI. 4. (11-12)</b>
<b><u>Analyze multiple interpretations</u></b> of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<b>RI. 7 (11-12)</b>
<b><u>Demonstrate knowledge</u></b> of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<b>RI. 9. (11-12)</b>
<b><u>Cite strong and thorough textual evidence</u></b> , to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<b>RI. 1. (11-12)</b>
<b><u>Determine a central idea of a text</u></b> , and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>RI. 2. (9-10)</b>
<b><u>Analyze a complex set of ideas or sequence of events</u></b> , and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<b>RI. 3. (11-12)</b>
<b><u>Determine the meaning of the words and phrases</u></b> as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term and terms over the course of the text.	<b>RI. 4. (11-12)</b>
<b><u>Determine an author's point of view or purpose</u></b> in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	<b>RI. 6. (11-12)</b>
<b><u>Integrate and evaluate multiple sources of information</u></b> presented in different media or formats as well as in words in order to address a question or solve a problem.	<b>RI. 7. (11-12)</b>

<b>Analyze</b> seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.	RI.9. (11-12)
<b>Write arguments to support claims</b> in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	W.1.A-D (11-12)
<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</b> clearly and accurately through the effective selection, organization, and analysis of content.	W.2.A-D (11-12)
<b>Develop and strengthen writing as needed</b> by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.5.
<b>Use technology, including the Internet, to produce, publish, and update:</b> Individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.6.
<b>Conduct short as well as more sustained research</b> projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.7. (9-10)
<b>Gather relevant information from multiple... sources</b> W8 (9-10): Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	W.8. (11-12)
<b>Evaluate a Speaker :</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SL.3. (9-10)
<b>Present information:</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	SL.4. (11-12)
<b>Make strategic use of digital media:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to interest.	SL.5. (11-12)
<b>Demonstrate the command of the conventions of standard English grammar and usage</b> when writing and speaking. Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.&2. (11-12)
<b>Determine or clarify the meaning of unknown and multiple-meaning words,</b> and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies	L.4. (11-12)
<b>Demonstrate understanding of figurative language,</b> word relationships, and nuances in word meanings.	L.5.
	(11-12)
<b>Acquire and use accurately general academic and domain-specific words and phrases,</b> sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase	L.6. (11-12)

## ***Math Common Core Claim 1 Graduation Requirements***

1. N-Q Reason quantitatively and use units to solve problems. (#1)
2. A-SSE Write expressions in equivalent forms to solve problems. (#3)
3. A-CED Create equations that describe numbers or relationships. (#1, #2)
4. A-REI Understand solving equations as a process of reasoning and explain the reasoning. (#2, #3)
5. A-REI Represent and solving equations and inequalities graphically. (#10, #12)
6. F-IF Understand the concept of a function and use function notation. (#1)
7. F-IF Interpret functions that arise in application in terms of the context. (#4, #5, #6)
8. F-IF Analyze functions using different representations. (#7ab, #8a, #9)
9. G-CO Prove geometric theorems (#9, #11)
10. S-ID Summarize, represent, and interpret data on a single count or measurement variable. (#1, #2, #3)
11. G-SRT Define trigonometric ratios and solve problems involving right triangles. (#6, #7, #8)
12. G-SRT Apply trigonometry to general triangles. (#9, #10, #11)

**DRAFT**

## Cross-Cutting Standards

- RI-1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI-2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI-3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI-4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI-5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI-7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI-8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI-9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W-1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- W-2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W-5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**W-6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W-7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W-8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**SL-2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL-3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SL-4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL-5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**L-1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L-2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.

**L-6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## GRADING AND REPORTING

1. Infinite Campus Grading Procedures
  - a. Each teacher will be expected to label assignments in their grade-book as either Formative or Summative
2. Formative Grading
  - a. Formative Grades will be un-weighted and not count towards final averages.
  - b. Formative Grades will be reported on a 0-4 scale.
3. Summative Grading
  - a. Summative reporting codes:
    - E-Exceeds the Standard – Numeric Grade Assigned
    - M-Meets the Standard – Numeric Grade Assigned
    - NYP-Not Yet Proficient – No grade; student has attempted summative but not reached M or E (a 70 or better)
    - NPS-Not Prepared for Summative – No grade; student has been working diligently but the teacher feels student is not ready to attempt summative
    - IWS-Insufficient Work Shown – Student has not been producing work, and has fallen more than 25% behind on formative work for the standard.
  - b. Once a student has reached a Meets or Exceeds on the standard, the summative grade will be reported on the 70-100 scale. A grade of 70 or better on a summative assessment will equal M/E for that standard.
  - c. Any work that is deemed to have been plagiarized will result in an IWS.

## SUCCESS MONITORING SYSTEM

Also used for Eligibility

A student must carry a minimum of six classes per semester. However, with the Principal's approval a senior with more than enough credits to graduate may take five.

Every student is considered "Satisfactory" until they become "Unsatisfactory" by two different means:

1. Receiving an IWS (Insufficient Work Shown) in a class. An IWS will be assigned when a student falls 25% behind on formative assignments or has not shown the effort necessary to receive an NPS (Not Prepared for Summative) or an NYP (Not Yet Proficient).
  - a. NYP (Not Yet Proficient) is shown by a student who has taken the summative but not shown proficiency of the standard by receiving a grade of 70 or better. A student who is NYP remains eligible.
  - b. NPS (Not Prepared for Summative) is when a student has been working and making consistent effort to prepare themselves for the summative assessment but the teacher feels the student is not yet ready to be successful on the summative assessment. A student who is NPS remains eligible.
2. Failing to meet the expectation of the teacher on three (3) of the following five (5) items:
  - a. Teacher Pace
  - b. Actively producing class work
  - c. Academic preparedness
  - d. Classroom behavior (the student is asked to leave class on a consistent basis)
  - e. Scheduling time with the teacher/making up missed work due to absenteeism.

### Eligibility

To be eligible to play sports or participate in Co-Curricular, you must be considered "Satisfactory" in every class you are enrolled in (Per RSU#4 policy, students must be taking a minimum of six (6) academic classes to be considered for an extracurricular or co-curricular activity).

A student becomes ineligible 24 hours after being notified by the appropriate administrator. The teacher will also be expected to contact the parent regarding what will be necessary to change the student back to "Satisfactory" either by telephone call or email. All work handed in once a student has become ineligible will be graded within 48 hours. The student will stay ineligible until the teacher changes the student's status back to "Satisfactory".

# SEWION PROJECT

## **Portfolio Requirements**

### **Evidence of Meeting the Guiding Principles**

In order to meet, portfolios MUST have all of the following:

- **Front Cover** – Must include name, YOG, and be personalized in some way
- **Table of Contents** – List each Expectation I-VI (including sub-sections). Under each sub-section, include assignments/artifacts. Must be neatly word-processed and error free.
- **Sections** – Must have clearly designated sections for each Expectation.
- **Reflections** – Each section must begin with a reflective essay in which the student discusses what the standard means to them. The reflection must include an adequate defense of why the chosen artifact proves that it meets achievement of that standard. Reflections should be error free.
- **Artifact Entry Form** – For each section, an entry form must be filled out in order to identify what the artifacts are, when they were created and in which classes they were created.
- **One Artifact per sub-section** of the indicator must be provided in order to demonstrate sufficient progress toward attainment of the Expectations of Student Learning. Section VI requires only 3 out of the 4 artifacts. In order to exceed the standards, students must provide more than one artifact per sub-section. At least 11 of the 16 artifacts should meet, no more than 5 should partially meet, and there should be none that 'do not meet.'
- **Sleeves** – All pages in portfolio must be in plastic sheet protectors.
- **Classes represented** – at least 3 different academic courses must be represented in the portfolio.
- **Assignments** – No assignments should be used more than once unless the student is a transfer student and is unable to find enough artifacts.

## **Expectations for Student Learning/ MLR Guiding Principles**

1. **A Clear and Effective Communicator**
  - A. Uses the spoken and written English language effectively.
  - B. Is able to present ideas and thoughts in a variety of methods so the audience understands.
2. **A Self-Directed Life-Long Learner**
  - A. Develops and uses research skills.
  - B. Is a reflective learner.
  - C. Demonstrates initiative and motivation for setting and attaining goals.
3. **A Collaborative and Quality Worker**
  - A. Contributes in group setting to accomplish goals.
  - B. Produces work individually and in groups that meets a high standard of quality.
  - C. Understands individual roles within a group.
  - D. Perseveres in challenging situations.
4. **A Creative and Practical Problem Solver**
  - A. Uses appropriate decision-making strategies to solve problems and successfully achieve goals and objectives.
  - B. Has the ability to use appropriate technology for a variety of purposes.
5. **An Integrative and Informed Thinker**
  - A. Uses higher-level thinking skills (analysis, evaluation, and synthesis).
  - B. Integrates and synthesizes information from multiple sources and disciplines.
6. **A Citizen Who Is Involved, Civic-Minded, and Personally and Socially Responsible**
  - A. Understands the positive or negative impact of speech and personal behaviors on oneself, others and the environment.
  - B. Is a positive contributing member of a large community with rules and expectations.
  - C. Understands rights and responsibilities as a member of society.
  - D. Understands that there are legal and acceptable avenues to promote change.

**OAK HILL HIGH SCHOOL  
EXPECTATIONS FOR STUDENT LEARNING**

**I. A Clear and Effective Communicator**

**A. Uses the spoken and written English language effectively.**

<b>STUDENT:</b>	<b>DATE:</b>
<b>ASSIGNMENT:</b>	
<b>TEACHER:</b>	<b>CLASS:</b>

**ASSESSMENT**

<b>CRITERIA</b>	<b>EXCEEDS</b>	<b>MEETS</b>	<b>PARTIALLY MEETS</b>	<b>DOES NOT MEET</b>
<b>Uses the spoken and written English language effectively.</b>	Overall, piece demonstrates an exceptional ability to use writing process strategies and/or oral presentation skills to communicate effectively to others.	Overall, piece demonstrates a satisfactory ability to use writing process strategies and/or oral presentation skills to communicate effectively to others.	Overall, piece demonstrates a partial ability to use writing process strategies and/or oral presentation skills to communicate effectively to others.	Overall, piece demonstrates a limited ability to use writing process strategies and/or oral presentation skills to communicate effectively to others.

**Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## OAK HILL HIGH SCHOOL EXPECTATIONS FOR STUDENT LEARNING

<b>I. A Clear and Effective Communicator</b>
<b>B. Is able to present ideas and thoughts in a variety of methods so the audience understands</b>

<b>STUDENT:</b>	<b>DATE:</b>
<b>ASSIGNMENT:</b>	
<b>TEACHER:</b>	<b>CLASS:</b>

### ASSESSMENT

CRITERIA	EXCEEDS	MEETS	PARTIALLY MEETS	DOES NOT MEET
Is able to present ideas and thoughts in a variety of methods so the audience understands	Overall, piece demonstrates an exceptional ability to communicate ideas and thoughts effectively to an audience using one or more of a variety of methods: <ul style="list-style-type: none"> <li>● spoken</li> <li>● written</li> <li>● multi-media</li> <li>● performance</li> <li>● product</li> </ul>	Overall, piece demonstrates a satisfactory ability to communicate ideas and thoughts effectively to an audience using one or more of a variety of methods: <ul style="list-style-type: none"> <li>● spoken</li> <li>● written</li> <li>● multi-media</li> <li>● performance</li> <li>● product</li> </ul>	Overall, piece demonstrates a partial ability to communicate ideas and thoughts effectively to an audience using one or more of a variety of methods: <ul style="list-style-type: none"> <li>● spoken</li> <li>● written</li> <li>● multi-media</li> <li>● performance</li> <li>● product</li> </ul>	Overall, piece demonstrates little ability to communicate ideas and thoughts effectively to an audience using one or more of a variety of methods: <ul style="list-style-type: none"> <li>● spoken</li> <li>● written</li> <li>● multi-media</li> <li>● performance</li> <li>● product</li> </ul>

# English II

## Oak Hill High School

Mr. Jack Carney and Mrs. Patti LeBlanc

Sample pages from the 25 p. doc. 5

This course is aligned to Maine *Learning Results* in English Language Arts.

**Credits:** 1.00

**Grade Level:** 10

### About This Course

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#### Course Description:

**English II** is a year-long course designed to further expose students to the history and variety of literature and to provide further opportunities for students to practice and improve their reading, writing, researching, and presentation skills. Extensive application and analysis will be made of literary techniques and rhetorical devices in our readings as will extensive focus on planning, synthesis, drafting and revising be made in our writings. "Heroes and villains in literature and society" is a common theme throughout all units; most of the novels studied are allegories focusing on good vs. evil. Examples of most literary genres will be studied and students will be assigned a variety of activities and projects to demonstrate and reflect upon their new learnings, their understanding of the materials and concepts, and their new skills.

#### Major Units of Study In English II

1. "Finding Meaning and Supporting Claims"
2. "To Kill or Not To Kill: The Tragic Hero and Shakespeare's JULIUS CAESAR"
3. "Research, Rhetoric and Persuasion: The Sophomore Speech"
4. "Prudish and Proper Victorians: Good vs. Evil in Stevenson's THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE"
5. "Pigs and the Power of Language: Propaganda and Persuasion in George Orwell's ANIMAL FARM"
6. "Rhetoric Meets Biology: Scientific Thesis-Driven Research and Communication"
7. "Villains, Victims, and Violence: Golding's Allegory LORD OF THE FLIES"
8. Numerous other supporting reading materials (fiction and non-fiction) and grammar and vocabulary study will be included in each unit.

#### Expectations of Students, Parents, and Teachers

##### Students will do the following:

1. Be ready, respectful, and responsible each class meeting.
2. Provide their parents with course materials and progress reports as requested by the teacher or the parents and show parents how to access grades from the school's website.
3. Provide their parents with grading expectations and deadlines for class assignments; it is each student's responsibility to keep his/her parents or guardians informed of his/her progress, grades, and deadlines.
4. Demonstrate their best effort and create products that meet all requirements. Students will work toward meeting the Student Expectations of Learning as outlined in the Oak Hill Mission.

##### Parents will do the following:



D. Emergency family situation;

E. Planned absences for personal or educational purposes which have been approved. (The request must be made at least five school days before the planned absence.) School sponsored field trips, college visits.

## ATTENDANCE AND GRADES

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Attendance in class is required. No more than 15% of the total grade in a class will be based on participation. Students can make up the lost points only if they meet the requirements of the missed class.

### **Plagiarism/Academic Dishonesty Policy:**

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like copying and borrowing can disguise the seriousness of the offense. According to the Merriam-Webster Online Dictionary, to plagiarize means:

To steal and pass off the ideas or words of another as one's own

To use another's production without crediting the source

To commit literary theft

To present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. (turnitin.com)

### **Classroom Conduct:**

Students are expected to be ready, respectful, and responsible each class:

Students must be ready and prepared for each class, having their homework and other assignments completed and in class according to the stated deadlines.

Students must show respect for themselves, each other, the teacher, and school property each class.

Students must take responsibility for their actions, making good choices and being "active learners" each class.

Students are expected to be familiar with the behavioral expectations set forth in the Student-Parent Handbook and to act accordingly.

## Curriculum and Course Schedule

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### **Unit 1: Old School Storytelling: A Review of the Traditional Literature Genre.**

A. Conventions of Standard English: Demonstrate command of conventions in writing and speaking and use of parallel structure [L.9-10.1a]

A. Conventions of Standard English: Demonstrate command of conventions in writing and speaking to convey meaning [L.9-10.1b]

B. Conventions of Standard English: Demonstrate command of conventions in writing and speaking to add interest [L.9-10.1b]

A. Conventions of Standard English: Demonstrate command of writing conventions, including semi-colon usage [L.9-10.2a]

A. Conventions of Standard English: Demonstrate command of conventions, including colon usage [L.9-10.2b]

A. Conventions of Standard English: Demonstrate command of writing conventions, including correct spelling [L.9-10.2c]

A. Vocabulary Acquisition and Use: Use context and determine the meaning of words [L.9-10.4a]

A. Vocabulary Acquisition and Use: Determine the meaning of words and use patterns of word changes [L.9-10.4b]

- A. Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in meaning [L.9-10.5b]
- A. Vocabulary Acquisition and Use: Acquire and use words and phrases at the college and career readiness level [L.9-10.6]
- B. Vocabulary Acquisition and Use: Demonstrate independence in gathering vocabulary knowledge [L.9-10.6]
- B. Range of Writing: Write routinely over shorter time frames [W.9-10.10]

**Big Concepts:**

*Rhetorical Elements: Syntax, Diction, Tone, Details and Imagery ; Purpose, Message, and Audience*

*Vocabulary and Grammar Study*

*Literary Elements: Review of Literary Terms and Concepts; Satire, Allegory, and Fable*

*Enduring Themes: Heroes and Villains*

**Essential Understandings:**

1. Patterns exist in the creation of heroes and villains in literature and life past and present.
2. While traditional literature is enjoyed by people of all ages, the authors often had purposes beyond that of entertaining their audiences, and messages within that literature that were symbolic, sophisticated, and timely.

**Essential Questions:**

1. What are the patterns that exist in the creation of heroes and villains in literature and life past and present?
2. What are some of the purposes and messages associated with traditional literature?

**Topics for study and discussion included in this unit are as follows:**

1. Fiction/Traditional Literature: Fables, fairy tales, folktales, myths, legends, and epics: *THE FABLES OF AESOP, GRIMM BROTHERS: FAVORITE FAIRY TALES, Homer's THE ODYSSEY, and King Arthur* online resources. The focus of this section will be the following: What patterns exist in the creation of heroes and villains? What do these patterns suggest about the morals, values, attitudes, and beliefs about the cultures and their authors? What literal and symbolic levels exist in some of this literature? What do we learn about an author's message, purpose, and audience from traditional literature?
2. Review of literary terms and concepts associated with the readings in this unit.
3. Fiction/Realism: Modern short stories and a novel study: *IMPACT: FIFTY SHORT STORIES* and *THAT WAS THEN, THIS IS NOW, TOM SAWYER*, or similar text. Also included as "old school storytelling" will be exposure to Chaucer's *CANTERBURY TALES*.
4. Non-Fiction/Informational: Visual texts, biographies, informational texts and materials.
5. Grammar review begins here and continues throughout the year: subject-verb agreement, pronoun-antecedent agreement, dangling modifiers, misplaced modifiers, squinting modifiers, and parallelism as well as usage issues, homophones, objects, acronyms/initializations/abbreviations and verb tenses. Punctuation review begins here and continues throughout the year: end marks, capitals and commas, apostrophes, quotation marks, colons and semi-colons, dashes, parentheses, and hyphens: *PAINLESS GRAMMAR*.
6. Paragraph writing (review of narrative, descriptive, expository, compare/contrast, and persuasive paragraph writing).
7. Vocabulary studies lessons 1-6: *VOCABULARY FOR ACHIEVEMENT* 8. PSAT-prep activities using practice exam materials and non-fiction readings: *COLLECTED READING AND WRITING FOR THE NEW SAT* and *BARRON'S CRITICAL READING WORKBOOK*.

**Literacy strategies** used in this unit include the following:

*Anticipation Guide, Cause and effect, Concept Definition Map, Discussion Web, Information Web, Knowledge Rating Guide, Quick Write, RAFT, Read Aloud/Think Aloud, Semantic Feature Analysis, Think-Pair-Share, 2-Column Notetaking, Word Sorts*

**Graphic organizers** used in this unit include the following: *Narrative Sequence (boxes); How is One Like the Other?; Short Story Plot Form, Sum It Up*

*Habits of Mind 3, 6, 7, 12: Group Discussion and Individual Written Reflection*

**Essays: On Demand Writing.**

As part of common curriculum, grade 10 students will participate in an on demand common prompt writing assessment four times per year. Non-fiction materials and prompts will be provided in September and April, and fiction materials and related prompts will

# Advanced Placement English Language and Composition

## Course Syllabus

Sample pp of Dep. doc.

### Course Description

The AP English Language and Composition course is a rigorous study of **reading, writing, and rhetoric** comparable to that of a survey course at the college or university level. Students will read a wide range of non-fiction selections in various rhetorical modes and analyze the authors' use of rhetorical devices and strategies and students will generate a wide range of original writing pieces employing a variety of rhetorical devices and strategies. In addition, students will study fiction and non-fiction writing as well as media and visual texts in American society from the Colonial period to the Post-Modernists, looking for patterns and trends in rhetoric and for changes in syntax and diction across the time periods. Students will demonstrate productive habits of mind as they engage in thoughtful and critical reading and writing activities and engage in higher-order thinking skills to complete their tasks and students will be reflective and accurate about their progress as readers and writers. Students have the unique opportunity to demonstrate their new learning by taking the annual AP English Language and Composition Exam in May.

### General Expectations

Students will read extensively to improve their critical reading skills and their ability to respond to literature in a meaningful way. Under study will be a variety of non-fiction materials that will include but not be limited to essays, speeches, memoirs, sermons, diaries and letters, nature and science writing, journalism and political writing, criticism, and similar materials found within several of the student textbooks as well as print and online magazines and reference materials available through the Media Center. Visual text will be studied as either stand alone text or as enhancements to written text. Students can expect to complete lengthy reading assignments on a regular basis.

Students will write extensively in order to improve their writing. Writing conferences will include the use of checklists, reflection materials, and scoring rubrics as students edit

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and revise until each piece is complete. Summative assessment writing projects must be edited by both peers and teacher prior to completion and final assessment. Time before, during, and after class will be scheduled for one-on-one edit and revision sessions between individual students and the teacher. Research skills will be taught and reinforced and students will demonstrate their ability to effectively research by completing a number of research-based writing projects; these will be lengthy projects requiring a serious commitment by each student.

This course includes the teaching and assessment of the content and skills required in the most recently published AP English Language and Composition curricular requirements; again, these are high standards designed to prepare students for college-level work. This course also includes opportunities for students to meet the local and state mandated assessment requirements necessary for graduation. A writing portfolio with reflections will be required of all students and will provide for the demonstration of new learning in this course.

## **Required Texts and Resources**

### **AP Exam Preparation**

2001 AP English Language and Composition Examination Booklet

### **Fiction and Non-Fiction Sources, Anthologies and Texts:**

ADVENTURES IN AMERICAN LITERATURE. Athena Edition. New York: Holt, Rinehart and Winston, 1996.

AmericanRhetoric.com

Blaisdell, Bob. Ed. GREAT NATIVE AMERICAN SPEECHES. New York: Dover Publications, 2000.

Carson, Rachel. SILENT SPRING. New York: First Mariner Books, 2002.

Cohen, Samuel. Ed. 50 ESSAYS: A PORTABLE ANTHOLOGY. Boston: Bedford/St. Martin's, 2004.

Cooley, Thomas. THE NORTON SAMPLER. 6th ed. New York: W. W. Norton & Co. Inc., 2003.

Douglass, Frederick. NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS. New York: Dover Publications, 1995.

Fitzgerald, F. Scott. THE GREAT GATSBY. New York: Scribner, 2004.

Hawthorne, Nathaniel. CLIFF'S COMPLETE: THE SCARLET LETTER. New York:

Company: Boston, 2004.

### **Vocabulary**

Richek, Margaret. VOCABULARY FOR ACHIEVEMENT. Fifth Course. Wilmington, MA: Great Source, 2005.

## **Units of Study**

**Unit 1: Review of Rhetorical Devices, Strategies, and Modes**

**July - October**

### **Materials include the following:**

AmericanRhetoric.com

Easy Writer: A Pocket Reference

Everyday Use: Rhetoric at Work in Reading and Writing

Everything's An Argument

Grammar for Writing

Rules of Thumb: A Guide for Writers

The Norton Sampler

The Norton Field Guide to Writing

Vocabulary for Achievement

And a variety of teacher-made and AP/College Board supplied materials for writing prompts and rhetorical analysis, AP exam practice as well as PSAT and SAT test preparation, and selections from VOICE LESSONS activities over diction, detail, imagery, syntax, and tone by Nancy Dean.

### **Goals and Methods**

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**READING:** *Students will be able to close read and annotate a variety of non-fiction pieces, identifying and analyzing the effectiveness of the rhetorical devices, strategies, and appeals used in these pieces.*

Students will study numerous non-fiction selections in THE NORTON SAMPLER and engage in discussions over each author's message, purpose, and intended audience; they will identify the rhetorical mode of each piece and then identify and evaluate the author's use of rhetorical devices and strategies; and, where appropriate, they will identify an author's use of the rhetorical appeals ethos, logos, and pathos. Students will be provided

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with teacher-made lists/glossaries/charts of necessary AP English Language and Composition terms and concepts compiled from a variety of AP sources; these will focus students initially in their analysis of each piece. Diction and syntax will be the focus of discussions of style. The rhetorical triangle will be central to discussions. Students will also study these pieces by rhetorical mode (description, narration, comparison/contrast, and so on). The essential characteristics of the rhetorical modes will be a focus of the discussion and annotation as well.

Students will start with SOAPSTONE (Speaker, Occasion, Audience, Purpose, Subject, Tone) activities and double-entry or "says/does" (content/function) journals over a variety of contemporary non-fiction selections organized by theme. Other strategies for analyzing style will be added as avenues for analysis and discussion. Examples of these strategies include the "annotation acronyms" DUCATS (Diction, Unity, Coherence, Audience, Tone, Syntax), DIDLS (Diction, Images, Details, Language, Sentence Structure), SOLLIDDD (Syntax, Organization, Literary Devices, Imagery, Diction, Detail, Dialogue), SMELL (Sender/Receiver, Message, Evidence, Logic, Language), and DTTS (Diction, Imagery, Theme, Style). Some pieces will be studied over 2 class periods, followed by an analysis essay written in class. Close reading will be necessary and annotation will also be assessed. Excerpts from released AP exams will be assigned and used to monitor progress and understanding in the area of rhetorical analysis. Students will often work with partners for purposes of analysis, discussion and presentation.

Materials from a variety of disciplines in a variety of prose and genre will be taught. In addition, students will study visual text (editorials, advertisements, etc.) as stand alone text and analyze the rhetorical devices, strategies, and appeals contained within. Students will sometimes be asked to create visual text for essays read in order to gain a better understanding of visual text as text. *Everything's An Argument* will serve as a useful text for this study.

Students will discuss Costa's 3 Levels of Questioning and apply it to released items in order to better understand what is being asked of them on exams. They will be given passages and be asked to generate Level 1, 2, and 3 items and then compare these to the original exam items. Students will practice and discuss multiple choice and free-response sample test items, first with partners, then alone, in order to apply their knowledge and skills and to prepare for the final assessment for this unit.

## Skills and Knowledge

**This work has served as the groundwork for Proficiency Based Education and has placed us in an excellent position to move forward.**

**From the beginning of my involvement:**

Literacy - Reading and Writing – Developed a plan and sought out teachers in each department to take part in Promising Futures Literacy Training at Colby College (each summer for 3 summers) - develop a second level of curriculum leaders specific trained to address literacy issues at Oak Hill. This began the teacher practice needed for the move to PBE.

Advanced Placement – open access through a grant from the National Governor's Association to create and promote advanced placement courses within Maine and specifically at Oak Hill. Zero courses in 2005 – 2006 to ten offerings this year with 140 student seats.

Course alignment work removed levels of instruction and provides a high level of rigor and instruction to all students. This is a system alignment to Proficiency Based models.

I led the development of building wide Common Rubrics for integrated interdisciplinary use. Our Mission and Expectations for Students Learning are the Maine Learning Results Guiding Principles, which is one of the components that will need to be met for the Proficiency Based Diploma. This has been integrated into regular instruction and our Senior Project Portfolio system so the attainment of the student expectations for learning for both our local mission and Maine Learning Results is seamless.

I worked with Dr. Will Burrow and our special services dept. through the use of CIPS money to provide training for Maloney Reading – Special Services & Fluency Factory – Special Services department has engaged in

intensive learning and instruction in order to better serve the special services population.

I have taken a leadership role in the development and implementation of Maine Course Pathways (MCP) Syllabus Project both at Oak Hill and statewide. I have presented to other secondary educators in a variety of workshops sponsored by the Maine Dept. of Educations and the Maine School Management Association.

work created the basis for all teachers to understand the curriculum, instruction and assessment change needed to develop student based learning experiences. It was foundational to all departments moving to a guaranteed and viable curriculum which is standards based for all students. Different levels of instruction cease to exist.

**Design structures I developed for in building professional development. The following in building and out of building trainings was supported through CIPS dollars:**

Literacy implementation was completed through training and coaching sessions with Julie Meltzer and Roz Weizer consultants from CRM Literacy Leadership Team and whole school. I developed the training model of workshop instruction with follow-up coaching sessions by department to review the implementation of literacy strategies and personalize instruction. The use of Critical Friends Groups was a part of the training to support the implementation of literacy strategies across the curriculum.

Literacy Coaches to help in the implementation of literacy strategies and school wide support through group training and CFG facilitation.

Advanced Placement course development and training for open access – teachers and administrators have taken part in local and national conferences to understand and enhance academic rigor through open access to AP. These trainings provided the first complex reasoning work our faculty engaged in, a foundational piece of PBE instruction models.

Advisory training with Nelson Beaudoin - whole school change to advisories.

Design for Understanding Units – development of DFU's supported through training and coaching sessions by Consultant Connie Manter. The first training with Connie I initiated through a regional approach and invited area soc. studies teachers to take part. It was held over the course of a year (5 all day meetings) with the purpose of developing a Design for Understanding Unit to be used within social studies at there home school

Professional Learning Communities training at a Solution Tree workshop with Becky and Richard Dufour and their team. Moving the Critical Friends Group's toward Professional Learning Group's.

Special Education teachers and Title I trained through workshop sessions and coaching sessions in direct instruction techniques. Trainers from Fluency Factory (Richard McManus) and Maloney Reading / Michael

## Code of Cooperation

At Oak Hill High School we are a **community** comprised of **diverse individuals** that establishes a **safe, clean, and positive environment** each day by taking **pride** in our academic **endeavors** and **achievements**.



**Capacity Matrix for Economics**

Name:		Date Started:		Date Completed:					
Chapter:									
Learning Targets:	1	Emerging I can show what I learned with help.	2	Partially Proficient I learned the simple parts.	3	Proficient I learned the simple and complex parts and can demonstrate them.	4	Advanced I can use what I learned in a new way. (e.g. explain or go beyond)	Teacher Sign Off
Required Formatives									
Optional Formatives									

# Raider Connection

is:

A quiet, academic environment where students will use available resources (including access to teachers) to produce, improve or enrich work.

Master Schedule-Fall  
2014-2015

TEACHER	Adv	RED 1	RED 2	RED 3	RL	RED 4
Barrios, Debra						
Bauer, Naomi				BH Study 105	A	
Bley, Emily						
Boucher, Jamie	114	Study 2 A, 116	AP Biology 117	AP Bio Lab/Study 117	D	Environ Science 114
Boucher, Julie	117	Biology 117	Leadership	Biology 114	D	Biology 117
Bourassa, Kelly	143	JMG 10-11 143	JMG 10-11 143	JMG 9 143	B	Prep
Camire, Nicole	138	Senior Project 103	Global Studies 104	Study 1 102	C	Prep
Carney, Jack	128	RP English 11-12 128	English 2 128	Lunch Duty CD		English 2 128
Chambers, Alicia	125	Roam	English 3 125	English 3 125	A	English 1 126
Dennis, Peter						
Doughty, Jon	112	Physics 114	Motion/Waves 112	Physics 112	D	Prep
Drouin, Chad	104	World Geography 104	Leadership	Study 2 104	C	World Geography 104
Dube, Cyndy	142	Acad Decathlon 142	Leadership	Lunch Duty AB		Basic Micro 142
Duncan, Darcy			Study 2 A, Café			
Erskine, Diane	106	RP Science 106	Leadership	Prep		LSP Sen Project 106
Finn, Heather	123	Algebra 2 123	Leadership	Prep		Algebra 2 123
Ford, James	103	Study 2 B, 116	US History 103	Money Mngt 103	C	US History 103
Hatch, Jason	105	BP Science 105	BP Social Studies 105	Prep		BP Study 105
Holmes, Marion	122	Algebra 1 122	Geometry 122	Algebra 2 122	B	Prep
Jacobs, Wendy	107	Prep	RP Geometry 107	RP Social Studies 107	C	Guided Study 102
Lambert, Cheryl	Gym 4	FLIP 1/Lab	Leadership	FLIP 2/Lab	A	FLIP 1/Lab
LeBlanc, Patti	127	English 2 127	Leadership	Custom Literacy Lab		AP English Lang 127
Lewis, Gina	109	Prep	Pre-Algebra 123	Algebra 1 121	B	Custom Math Lab 122
Luchini, Tony	124	Prep	English 1 124	English 1 124	A	Custom Lit Lab/ST(T) 124
Maher, David	102	Global Studies 102	Govt & Politics 102	Lunch Duty AB		Study 3 160
McCarthy, Larry	137 Shop	Woodworking 138	Intro Tech 138	Lunch Duty CD		Intro Tech 138
Mertzel, Jeff	Gym 3	Guided Study 107	Adaptive PE Gym	RP Pre-Algebra 106	C	LSP Health 107
Mertzel, Vanessa	113	Study 1 113	Earth Science 114	Chemistry 113	D	Chemistry 113
Meyer, Matt	134	Art 1 134	Study 1 A, Café	Art 1 134	D	Art 1 134
Moran, Nathalie	160	Latin 3 160	Latin 2 160	Latin 1 160	B	Prep
Neal, John	140	Prep	Piano 140	Chorus 140	C	Study 1 143
Rizk, Judith	161	French 2 161	Leadership	French 1 161	B	French 2 161
Rose, Sarah	133	FLIP 1	Study 2 B, Café	FLIP 2	A	FLIP 1
Roy, Angela	144	Prep	Fr Essentials 144	Fr Essentials (T) 144	B	Business Mngt 144
Seeley, Jane	Media					
Todd-Brown, Bill	116	Prep	Algebra 1 116	Geometry 116	B	Geometry 116
Turcolte, Tom	158	Sociology 158	AP US History 158	US History 158	C	Study 2 158
Wheeler, Shelly	121	Prep	AP Statistics 121	Custom Math Lab 123	B	Pre-Calculus 121
Wright, Geoff	Gym 2	FLIP 1	Prep	FLIP 2	A	FLIP 1
Young, Jeremy	126	English 4 126	Custom Literacy Lab 126	English 4 126	A	AP English Lit 126
Zuis, Ed	157	AP Physics 112	Elec & Chemistry 113	Lunch Duty AB		Elec & Chemistry 112

Master Schedule-Fall  
2014-2015

TEACHER	Adv	WHITE 1	WHITE 2	WHITE 3	W/L	WHITE 4
Barrios, Debra				Study 4 125	C	
Bley, Emily				Lunch Duty AB		
Boucher, Jamie	114	Biology 114	Prep	Biology 117	D	Biology 117
Boucher, Julie	117	Anatomy & Phys 117	Biology 117	Study 1 122	A	Prep
Bourassa, Kelly	143	Study 1 B 127	JMG 10-11 143	JMG 12 143	B	Study 2 143
Carrire, Nicole	135	Senior Project 103	Study 2 A Caf�	Global Studies 103	C	Senior Project 102
Carnery, Jack	126	Custom Literacy Lab 128	RP English 9-10 128	Custom Literacy Lab 128	A	Prep
Chambers, Alicia	126	English 3 125	Custom Literacy Lab 125	Prep		English 3 125
Dennis, Peter						English 3 125
Doughly, Jon	112	Motion/Waves 113	Study 2 B Caf�	Modern/Waves 112	D	Study 1 112
Drouin, Chad	104	World Geography 104	Prep	World Geography 104	C	Global Studies 104
Dube, Cyndy	142	Prep	AP Economics 142	Business Law 142	B	Fr Essentials (CR) 142
Duncan, Darcy						
Erskine, Diane	106	RP Basic Math 107	LSP Social Skills 106	LSP English 106	A	Guided Study 442 /28
Finn, Heather	123	Geometry 123	Geometry 123	Custom Math Lab 123	B	Algebra 1 123
Ford, James	103	Prep	US History 103	Study 2 168	A	Money Mngt 103
Hatch, Jason	105	BP Math 105	BP Lab 105	BP English 105	A	BP Study 105
Holmes, Marlon	122	Algebra 1 122	Custom Math Lab 116	Lunch Duty CD		Custom Math Lab 114
Jacobs, Wendy	107	LSP Cooking 106	Maloney Reading 107	Guided Study 114	A	LSP Math 106
Lambert, Cheryl	Gym 4	FLIP 2/Lab	FLIP 1/Lab	Prep		FLIP 2/Lab
LeBlanc, Patii	127	Prep	English 2 127	English 2 127	A	English 2 127
Lewis, Gina	109	Pre-Algebra 121	Algebra 2 122	Lunch Duty CD		Algebra 1 122
Luchini, Tony	124	English 1 124	English 1 124	English 1 124	A	Custom Lit Lab/ST (T) 124
Maher, David	102	AP World History 102	Govt & Politics 102	AP World History 102	C	Prep
McCarthy, Larry	137 Shop	Welding 138	Science/Tech (T) 138	Intro Tech 138	D	Prep
Mertzel, Jeff	Gym 3	Guided Study 142	Prep	RP Senior Math	A	RP Algebra 107
Mertzel, Vanessa	113	Prep	Chemistry 113	Lunch Duty AB		Chemistry 113
Meyer, Matt	134	Art 1 134	Art 2 134	Prep		Art 3/Adv Studio 134
Moran, Nathalie	160	Latin 1 160	Study 1 A 160	Latin 2 160	B	Latin 4 160
Neal, John	140	Piano 140	Band 140	Study 3 A 126	C	VOC 140
Rizk, Judith	161	ELL English 161	Prep	French 1 161	B	French 3/4 161
Rose, Sarah	133	FLIP 2	FLIP 1	Prep		FLIP 2
Roy, Angela	144	Basic Micro 144	Accounting I 144	Fr Essentials 144	B	Study 3 A 126
Seeley, Jane	Media					
Todd-Brown, Bill	116	Custom Math Lab 116	Study 1 B 160	Geometry 116	B	Geometry 116
Turcotte, Tom	158	US History 158	Prep	Lunch Duty AB		US History 158
Wheeler, Shelly	121	Study 1 A 127	Senior Math 121	AP Calculus 121	B	Pre-Calculus 121
Wright, Geoff	Gym 2	FLIP 2	FLIP 1	Lunch Duty CD		FLIP 2
Young, Jeremy	126	English 4 126	English 4 126	Study 3 B 126	C	Prep
Zuls, Ed	157	AP Physics 112	Elec & Chemistry(T) 138	Elec & Chemistry 113	D	Prep



## PHYSICAL EDUCATION DEPARTMENT

Dept.	Course Name	Grade	Credit	Semester	Weight	Course#
FLiP	FITNESS FOR LIFE (FLiP)	9-10	.5	Fall, Spring	30	011, 021

### Description

The Fitness for life Program will focus on the development of lifelong fitness and health skills. In an effort to promote these skills beyond high school the program evolves through the student's high school career beginning with guided practice and progressing towards independent practice. Through the guided practice phase of the curriculum students will earn 1 Physical Education credit and 1 Health credit. The remaining credit of Physical Education is to be completed during a student's Junior & Senior year during Independent Practice.

### 011 FLiP 1

**Health 1** - will complete standards within the following units: Basics of health, Non-Communicable Diseases, Eating Disorder and Nutrition, Substance Abuse.

**FLiP 1 (Exercise Physiology)** - Introductory standards that set the stage for the FLiP personal program. This section focuses on principles of fitness and training techniques that can be incorporated into lifelong fitness. Topics of study include but are not limited to: Human Energy and Metabolism, Caloric Consumption and Expenditure.

**Fitness (Points)** - Students will be required to achieve a designated number of points of physical activity. Students will track exercises and workouts and must abide by the FLiP rubric for Physical activity. Students do have voice in choice in the types of activities they participate in.

### 021 FLiP 2

**Health 2** - will complete standards within the following units: Mental Health, Stress Management, Infectious Diseases, and Sexuality.

**FLiP 2 (Exercise Physiology)** - A continuation of the FLiP 1 at the preparatory level. The sophomore year of the program will cover standards based on the topics of Human Respiration, the Circulatory System, Aerobic vs. Anaerobic Exercise, Functional Movement and the design of Personal Programs. By the end of the year, students will be expected to understand, implement and modify nutrition and fitness programs to be used independently through their junior and senior years.

**Fitness (Points)** - Students will be required to achieve a designated number of points of physical activity. Students will track exercises and workouts and must abide by the FLiP rubric for Physical activity. Students do have voice in choice in the types of activities they participate in. In Sophomore year it is expected that they participate in their Personal Fitness and Health Programs.

## Regional School Unit #4

*Inspiring all learners to achieve future success.*

### Our Shared Vision:

- Our students demonstrate mastery of rigorous standards and skills and apply these to effectively solve problems in the school, home, workplace and community.
- Our students come to school and are met at their current learning level; they are engaged, challenged, successful, empowered and eager to return.
- Our students learn both within and outside the walls of the classroom, utilizing technology and other tools to learn in different ways and different time frames.
- Our students advance through a rigorous and relevant curriculum where they are given a voice and choice and become increasingly accountable for their own learning.
- Our staff members are model learners and collaborative leaders.
- Our staff, families and community members share responsibility with students for their education.
- Our students leave our school system with the opportunity to design the future they desire in a world that is yet to be fully imagined.

*"The object of education is to prepare the young to educate themselves throughout their lives."*

- Robert Maynard Hutchins

Approved by School Committee: September 26, 2012  
Reviewed by A-Team August 12, 2014

## Regional School Unit #4

*Inspiring all learners to achieve future success.*

### Guiding Principles

- Everyone can learn; independent, continuous life-long learning is the goal.
- Learning happens in different ways and time frames.
- High expectations based on clear and measurable standards are essential for learning.
- Successful learning influences esteem, attitude, and motivation.
- Teaching and learning is future-focused.
- Decisions are based on research and data.
- Mistakes play a critical role in learning and perseverance.
- Curiosity and learning are basic human drives.
- Learning requires positive and collaborative relationships.
- Complex thinking and varied, real life experiences are required for success.
- Formative feedback and self-reflection are necessary for learning.
- Learning is a shared responsibility among the student, teacher, parent and community.
- An effective environment for learning is safe, supportive, respectful, and nurturing.

Approved by School Committee: September 26, 2012

Reviewed by the A-Team August 12, 2014