

*Camden Hills  
Regional High School*



*2022-2023  
Course Guide*

**NEW COURSES FOR 2022-2023**

The American Dream

Economics for Everyone

Media Literacy

AP Psychology

The Science and Engineering of Energy

Anatomy and Physiology

Sustainability in Action

AP Computer Science

Robotics

Computer Science Principles I & II

Theatre for Social Change

Drawing and Painting Level II

World Art and Culture

## ***PROGRAM OF STUDIES AND SUBJECT SELECTION INFORMATION***

This Course Guide has been prepared to acquaint both students and parents with CHRHS subject offerings and to facilitate thoughtful course selection. It is important that students take the time to thoroughly review course offerings and select those appropriate to their aspirations. Students should discuss questions or concerns with their parents, school counselor, or classroom teachers as they make their choices.

All subjects are assigned credit values determined by the number and duration of class meetings: .5 credit is awarded for a semester course, 1 credit for a year-long course, and 1.5 credits for year-long lab courses. Promotion from one grade to the next is determined by the number of credits a student has earned: 5 credits to achieve sophomore status, 11 credits to become a junior, and 17 to reach senior status. Courses and their credit values are recorded on a transcript and is the primary method of reporting students' high school history to employers, the military, or postsecondary educational institutions upon leaving high school.

### ***DEFINITION OF TERMS***

The following are definitions of terms frequently used in this guide:

***Co-requisite subjects:*** subjects that must be taken at the same time

***Elective subject:*** subject selected in addition to required subjects.

***Prerequisite subject:*** subject that must be taken to qualify a student for a more advanced subject in the same area.

***Required subject:*** subject necessary for graduation from high school.

### ***COURSE LEVELS***

Some courses, but not all, offer different levels of difficulty. When alternatives exist, the following descriptions are used

College Preparatory (CP)

Honors

Advanced Placement (AP)

Dual Enrollment

Additional courses are available for Gifted and Talented (G/T)

## ***PLANNING FOR A FOUR-YEAR COLLEGE/UNIVERSITY***

- Four years of English courses that incorporate a variety of texts (fiction, non-fiction, essays, memoirs, journalism) and that emphasize expository and analytic writing skills.
- Four years of math courses that include at least Algebra 1 and 2 and Geometry taken as separate courses or as an integrated sequence of courses and a 12th-grade college-preparatory math course that provides a solid foundation in quantitative and algebraic reasoning. For those students planning to major in mathematics, science, or a technical or professional field that requires advanced math skills, a pre-calculus or calculus course is strongly recommended.
- At least three years of laboratory science offered as either separate courses or as integrated core classes that include the study of biology, chemistry, and physics. Science courses should emphasize the writing of technical reports and the quantitative representations and analyses of data.

- At least three years of history and social science in courses that emphasize the reading of primary and secondary texts, the writing of analytic and expository essays, and the use of quantitative data and research findings.
- At least two years of study in a language other than English.

These standards should be considered *minimum* standards for students planning to seek admission to colleges with admission rates below 25%. Students interested in these schools should complete four years in each of the core academic areas (English, math, social studies, science, and foreign language) at the highest level possible in order to be optimally poised for consideration.

### ***PLANNING FOR A COMMUNITY/TECHNICAL COLLEGE***

Students planning to seek admission to a community or technical college will find that admission prerequisites tend to be far more variable, dependent primarily on the particular course of study. The same college may offer for example, a highly competitive nursing degree program that requires students to have completed Algebra II, Biology, and Chemistry during high school and also offer a culinary arts program that requires none of these courses. Students are therefore strongly advised to complete the most challenging course of study they can manage during high school.

### ***FINAL NOTES***

In order to ensure that students have the widest variety of choices available to them upon graduation, it is imperative that they continually discuss their postsecondary aspirations with their school counselor as they progress through high school—both in planned yearly meetings and individually scheduled appointments. We seek to ensure that every student has the opportunity to connect their passions to a personally meaningful educational and career path following high school; ongoing planning and communication is the key to making that possible.

### ***EARLY COLLEGE OPTIONS***

There are several programs available to CHRHS students that enable them to enroll in college courses while still in high school. Though each of the programs has a different focus and target population, they share the idea that students are better prepared for college, and in some cases are more likely to attend, if they have experienced an actual college course. Students interested in an early college opportunity should speak with their school counselor.

#### ***High School Aspirations Incentive Program***

Target Population:

- Open to all grade levels
- Has permission of high school
- Has parent consent to enroll
- Meets academic course prerequisites

Features: Students are eligible to take two courses per semester (summer courses may be funded at 50% tuition). Tuition is covered by the State of Maine and University of Maine System; students are responsible only for books and fees.

Application: Visit the Explore EC website <https://explorec.maine.edu>

## ***INTERCULTURAL PROGRAMMING***

“Preparing Students for Success as Global Citizens”

Although there are many ways for students to become better global citizens, we believe that first-hand experiences are the most powerful way for students and staff to learn to honor and respect the value, dignity and beauty of all people. For this purpose, we focus on two types of experiences:

- Experiences in our school and community through which students from other countries learn what America and Americans are really like.
- Experiences in other countries through which our students and staff learn what life is really like in other cultures.

In pursuit of our goal of developing global citizens we have created several international programs. We offer cultural trips, cultural exchange trips and study abroad opportunities. Our cultural trips are organized by individual teachers and take students to different parts of the United States or to locations throughout the world. Cultural exchanges are also organized by individual teachers but in this program, students spend 12-16 days visiting an international school and living with a host family. Additionally, we offer semester study abroad opportunities where students will gain an international perspective, learn a new language, and immerse themselves in a new culture. Students will attend one of our partnering schools for the semester and live with a host family.

To learn more about our international and cultural programming, visit the school’s website and click on the Intercultural

Info tab. For specific questions, the Intercultural Program Coordinator, Mr. Tom Gray, may be reached at 207-236-7800, Ext. 3328.

## ***MIDCOAST SCHOOL OF TECHNOLOGY***

As part of our ongoing commitment to support all learners, we partner with the Mid-Coast School of Technology (CTE) to ensure that students have the opportunity to acquire the high-quality, industry-recognized technical skills and related academic standards that will prepare them for postsecondary education and entry into an ever-changing workplace and society. MCST empowers students at all academic levels to develop the attributes and skills necessary to become successful citizens, workers and leaders. MCST students have access to hands-on learning, career pathways, high school credits in science and art, college credit with Maine’s postsecondary institutions, national industry certifications, employability skills, safety training and technical preparation

More information and a detailed list of the 2022-2023 MCST Course Offerings begins on page 62

## ***INDIVIDUALIZED EDUCATION OPTIONS***

**Accelerated Graduation:** Students may request permission to complete graduation requirements in fewer than four years. An Accelerated Graduation request must be submitted and deliberated at a meeting that minimally includes the student, parent, school counselor and principal. If approved for Accelerated Graduation, the plan must (with rare exception) be finalized at the conclusion of the school year prior to the year in which the student intends to graduate.

**Alternative Education Options:** Students with identified needs can complete parts of the required curriculum in the regular classroom, alternative education program (Zenith), or on the job (Work Study). These students will attend courses at the high school as necessary for their program.

**Adult Education:** With prior permission, students may be eligible to earn high school credit through Adult Education. Enrollment must be coordinated by Adult Education and the students' school counselor.

**Home Schooling:** Maine State law and CSD policy provides for home schooling options. A resident of the community school district may take courses at CHRHS provided that space and materials are available. A Home School Plan must be registered with the State Department of Education and the CSD Superintendent. The home school student is eligible for any extra-curricular activity if standards for participation are met.

**Gifted and Talented** The special needs of the gifted and talented child are currently being met at CHRHS in a variety of ways. A list of offerings and more information on the program is described in the Gifted and Talented section of the CourseGuide.

**Independent/Directed Study:** Students interested in Independent Study and Directed Study need to begin the process early in the semester prior to the semester for which it is planned. For example, should you wish to do an independent study for the fall semester, you must begin the process early in March to be completed no later than April 15th in the spring semester.

**PEP (Personalized Educational Plan):** A plan may be developed for a student by their school counselor when their academic program is different than the typical student program. This plan is signed by the student, parents/guardians, and school counselor. Final approval must be given by the Director of Counseling and may necessitate approval of the Principal as well.

## GRADUATION REQUIREMENTS

Number of credits required for graduation: 22

Distribution of requirements:

- 4 credits in English
- 3 credits in Social Studies inclusive of World History, US History
- 3 credits in Mathematics inclusive of Algebra 1, Geometry, Algebra II
- 3 credits in Science inclusive of
  - 1 Earth/Space Science
  - 1 Life Science
  - .5 Physics
  - .5 Chemistry
- .5 credit in Health
- 1 credit in Visual & Performing Arts
- 1 credit in Physical Education
- 1 credit in Applied Academics
- 1 equivalent credit from Applied Academics and/or Visual & Performing Arts

Diplomas awarded by Camden Hills Regional High School after January 1, 2023 will be contingent upon the completion of a capstone project and demonstration of basic proficiency in personal finance

**CAMDEN HILLS REGIONAL HIGH SCHOOL**  
GRADUATION REQUIREMENT CHECK

Name: \_\_\_\_\_ Checked by: \_\_\_\_\_ Date: \_\_\_\_\_

REQUIREMENTS-Credits	Year 1		Year 2		Year 3		Year 4	
	Subject	Cr	Subject	Cr	Subject	Cr	Subject	Cr
<b>ENGLISH</b> 4								
English Grade 9								
English Grade 10								
English Grades 11/12								
English Grades 11/12								
<b>SOCIAL STUDIES</b> 3								
World History I & II								
US History I								
Civics								
Elective Social Studies								
<b>MATHEMATICS</b> 3								
Algebra I								
Geometry								
Algebra II								
Other								
<b>SCIENCE</b> 3								
Earth/Space Science								
Life Science								
Chemistry								
Physics								
Other								
<b>HEALTH</b> .5								
<b>PHYSICAL EDUCATION</b> 1								
<b>APPLIED ACADEMICS</b> 1								
<b>VISUAL ARTS</b> 1								
<b>APPL ACAD/VIS ARTS</b> 1								
<b>PERSONAL FINANCE</b> .5								
<b>WORLD LANGUAGE</b>								
<b>GIFTED &amp; TALENTED PROGRAM</b>								
<b>MCST TECHNICAL COURSE</b>								
<b>MCST ACADEMIC COURSE</b>								
<b>ZENITH</b>								
<b>OTHER</b>								
<b>TOTAL CREDITS (22)</b>								
<b>RUNNING TOTAL:</b>								
<b>Meets Capstone Requirement</b> <input type="checkbox"/> <b>Meets Personal finance requirement</b> <input type="checkbox"/>								





## Course Offerings

<u>COMPUTER SCIENCE</u>	<u>Page</u>		<u>Page</u>
Robotics (9-12)	46	Jewelry Studio	57
Computer Science Principles I & II (9-12)	46	Advanced Jewelry Studio	57
AP Computer Science	46	Advanced Art/Portfolio Class	57
 <u>DIGITAL MEDIA</u>		 <u>PHYSICAL EDUCATION &amp; HEALTH</u>	
Graphic Design (9-12)	47	Health & Beyond Health	59
Intro to Computer Programming (10-12)	47	Personal Fitness, Team Sports &	59
Photoshop (9-12)	47	Recreational Activities (9-12)	60
Intro to Digital Filmmaking (10-12)	47	Maine Outdoor Experience (10-12)	60
Advanced Digital Filmmaking (11-12)	47	 <u>SCHOOL TO CAREER PROGRAM</u>	
Web Design (11-12)	47	Cooperative Education Program (10-12)	61
 <u>FAMILY &amp; CONSUMER SCIENCE</u>		Applied Career Expl. & Success (10-12)	61
Creative Sewing (9-12)	48	 <u>MIDCOAST SCHOOL OF TECHNOLOGY</u>	
Interior Design (9-12)	48	Auto Collision Technology I & II (10-12)	62
Culinary & Cultural Studies (9-12)	48	Automotive Technology I & II (10-12)	62
Developmental Stages of Children (9-12)	48	Baking & Pastry	63
Environmental Influences on Children (9-12)	48	CTE Exploratory (9-12)	63
 <u>INDUSTRIAL TECHNOLOGY</u>		Carpentry I & II (10-12)	63
Welding (10-12)	49	Culinary Arts (10-12)	63
Advanced Welding/Metal Fabrication	49	Composite Manufacturing (10-12)	64
 <u>THE HATCHERY</u>		Design Technology (10-12)	64
Innovation Engineering	49	Emergency Medical Technician (11-12)	64
 <u>MUSIC</u>		Firefighting (11-12)	64
Concert Band (9-12)	50	Machine Tool (10-12)	65
Honors Jazz Ensemble (9-12)	50	Marine Technology (10-12)	65
Chorale (9-12)	51	Medical Occupations-CNA (11-12)	65
Chamber Singers/Treble Choir	51	Medical Occupations-Medical Science (10-12)	65
Intro to Piano and Music Theory	52	Outdoor Leadership I & II (10-12)	66
Honors Music Theory	52	Pre-Engineering (10-12)	66
The History of Rock and Roll (9-12)	52	Small Engine Technology (10-12)	66
Introduction to Guitar (9-12)	53	Welding/Fabrication I & II (10-12)	67
 <u>THEATER ARTS</u>		 <u>Midcoast School of Technology Academics:</u>	
Theater Performance	54	<i>Math:</i>	
Technical Theater A & B	54	Algebra II, Geometry, Technical Math	67
Theatre for Social Change	54	<i>Social Studies:</i>	
 <u>ART</u>		US History I & II, American Government,	
Drawing	55	Economics	67
Painting	55	<i>English:</i>	
Drawing & Painting Level II	55	Technical Communications I & II	67
Advanced Drawing & Painting	55	Technical Writing	67
Big Art	55	 *4 total credits are awarded for most MCST	
Printmaking	56	courses; If an academic course is taken along with a	
World Art & Culture	56	technical course, 1 credit is awarded for the	
3-D Design	56	academic and 3 for the CTE course	
Visual Journaling	56		
Clay I & II	56		

*The CHRHS English curriculum is designed to ensure that all graduating seniors are well prepared in the areas of reading, writing, speaking and listening. In order to receive meaningful and appropriately challenging instruction, students can select course levels between college preparatory, honors and humanities, with Advanced Placement options in grades 11 and 12.*

**ENGLISH REQUIREMENTS.**

The following graduation requirements have been established:

Students must complete 4 credits of English

9th Grade	10th Grade	11 <sup>th</sup> & 12th Grade
<p>English 9 CP or Honors</p> <p><b>OR</b></p> <p>Honors Integrated Humanities I <i>See the Gifted and Talented Program Section</i></p>	<p>English 10 CP or Honors</p> <p><b>OR</b></p> <p>Honors Integrated Humanities II <i>See the Gifted and Talented Program Section</i></p>	<p><b>Students must earn a total of 2 English credits between 11<sup>th</sup> &amp; 12<sup>th</sup> grade</b></p> <p><i>11<sup>th</sup> &amp; 12<sup>th</sup> grade English courses &amp; descriptions begin on page 10</i></p> <p><b>Year-long courses 1 credit each</b></p> <p><b>Semester-long courses .5 credits each</b></p>

***Expectations of Honors and Advanced Placement Level Students in Language Arts:***

- *Expect more academic rigor, requiring complex thinking, challenging reading, and more polished writing.*
- *Students should enjoy reading independently, have an established work ethic, and desire academic challenges.*

*Additional summer reading required. New and transfer students who enroll after the conclusion of the school year will meet with the teacher at the beginning of the course to develop a comparable alternative.*

**English Directed Study Hall (ELA Support)**

Our English Directed Study Halls are designed to provide students with direct access to an English teacher for literacy support. Students may “drop in” as needed or can be assigned to an English Directed Study Hall if the English teacher, parent, counselor or student feels that more English support is necessary.

## ENGLISH GRADE 9

### ENGLISH 9 (Full year)

Honors OR College Prep

Grade 9.

1 Credit

**Course Description:** The course curriculum for English 9 follows the graduation standards of reading, writing, speaking, and listening. The reading strand consists of reading comprehension and interpretation with nonfiction and fiction texts. The writing strand uses inquiry to build and present knowledge utilizing the writing process. The speaking and listening strand includes collaboration, discussions, and presentations.

**College Prep Expectations:** Students are expected to perform at a proficient level with the course standards.

**Honors Expectations:** Honors English 9 requires strong work habits and high-level reading and writing skills. It is critical for students who opt to take on the challenge of honors to be driven by the enjoyment of reading and writing for a variety of purposes. Students can expect homework due every class.

**Recommendations for Honors:** Students should be eager writers and motivated readers, possessing established work habits, the desire to be challenged, and a willingness to accept feedback for growth. Suggested NWEA RIT: 232 or higher.

### HONORS INTEGRATED HUMANITIES I (See Gifted and Talented Program Section)

Full Year Honors Course

Grade 9

1 English Credit & 1 Social Studies Credit

## ENGLISH GRADE 10

### ENGLISH 10 (Full year)

Honors OR College Prep

Grade 10

1 Credit

**Course Description:** The inquiry-based course curriculum for English 10 follows the graduation standards of reading, writing, speaking, and listening. The reading strand consists of reading comprehension and interpretation with novels, non-fiction texts, poetry, and drama. The writing component develops students' abilities to communicate effectively in various modes of writing. The speaking and listening strand includes collaboration, discussions, and presentations.

**College Prep Expectations:** Students are expected to perform at a proficient level with the course standards.

**Honors Expectations:** Honors Grade 10 English requires strong work habits and high-level reading and writing skills. It is critical for students who opt to take on the challenge of honors to be driven by the enjoyment of reading and writing for a variety of purposes. Students can expect homework due every class.

**Recommendations for Honors:** Students should be eager writers and motivated readers, possessing established work habits, the desire to be challenged, and a willingness to accept feedback for growth. Suggested NWEA RIT: 240 or higher.

### HONORS INTEGRATED HUMANITIES II (See Gifted and Talented Program Section)

Full Year Honors Course

Grade 1

1 English Credit & 1 Social Studies Credit

## ENGLISH GRADES 11 & 12

Students must earn a combination of 2 credits during 11<sup>th</sup> grade and 12<sup>th</sup> grade years

### Grades 11 & 12 Yearlong Courses – 1 English Credit:

AP English Language and Composition

AP English Literature and Composition

Honors American Studies

#### AP ENGLISH LANGUAGE AND COMPOSITION (Full year)

Advanced Placement

1 Credit

**Prerequisite:** Admission is by recommendation of current teacher.

**Course Description:** AP Language and Composition is a full-year college-level course in rhetoric: the study of verbal expression. This course runs on a seminar format which, in order to be successful, will require the active participation of students. Students will read mostly nonfiction work and study the approaches of various authors and speakers to a wide variety of subjects. Students will write sophisticated responses in a variety of modes. This course is also excellent preparation for the SAT, as the SAT is a modified form of the AP Language and Composition exam. Students prepare for the AP Exam, given each May. Students are expected to register and take the exam.\*

**Expectations:** Students will read texts over the summer and complete assignments for these works. This college-level course demands dedicated commitment to all facets of coursework, including assigned readings, writings, and discussions.

**\*Note:** There is a \$95 fee charged for the exam. Financial assistance is available in some instances

#### AP ENGLISH LITERATURE AND COMPOSITION (Full year)

Advanced Placement

1 Credit

**Prerequisite:** Admission is by recommendation of current teacher.

**Course Description:** The full-year AP English Literature and Composition course aligns to an introductory college-level literary analysis course. Through the close reading of imaginative literature from different genres (poetry, prose, drama) and from different time periods (from the 16<sup>th</sup> to the 21<sup>st</sup> century), students will deepen their understanding of the ways writers use literary techniques to provide meaning and pleasure for their readers. Students will consider a work's story elements, imagery elements, diction choices, and narrative structure and will apply scholarly lenses of analysis to broaden their understanding. Assignments include analysis and synthesis essays, student-facilitated discussions, and oral explications, along with some creative responses to text. Students prepare for the AP Exam given each May and are expected to take this exam. Students will receive a score based on this test showing how capable they have proven themselves of doing the work (5=extremely well-qualified, 4=well-qualified, 3=qualified, 2=possibly qualified, 1=no recommendation).

**Expectations:** Students enrolled in AP English are expected to complete an extensive summer reading and writing project.

**\*Note:** There is a \$95 fee charged for the exam. Financial assistance is available in some instances.

#### HONORS AMERICAN STUDIES (Full year)

Honors only

1 Credit

**Prerequisite:** Open to students who have completed their 9<sup>th</sup> and 10<sup>th</sup> grade English courses.

**Course Description:** Students enrolled in this full-year course will read, listen to, write about, and discuss selected works of American literature, music, and art. The readings and viewings focus on the American experience including indigenous voices and immigration stories through folklore, poetry, music, television, art, and film. Readings will vary from short pieces to longer novels all of which include student choice. Students will communicate for a variety of purposes through inquiry projects, narrative writing, creative writing, analysis, presentations, art, and poetry.

**GRADES 11 & 12 SEMESTER COURSES - .5 English credit each**

*These courses can be taken at either Honors or College Prep levels unless otherwise noted.*

Semester Courses-Choose 2

Chinese Studies  
Debate & Controversial Issues  
Journalism  
Mock Trial  
Philosophy  
Reading for Pleasure  
Women & Literature

Creative Writing  
Humans & the Environment  
Race & Identity  
Oh My! Sci-fi!  
Poetry  
Warrior Tales  
Writing to Change the World

**CHINESE STUDIES** (*Honors and College Prep*) .5 Credit

**Course Description:** Chinese Studies is an invitation to learn about a distant and diverse culture, people, and society we share our world with. Students will examine classic and modern Chinese literature, learn the foundational elements of Chinese culture and society, and consider the shared humanity they have with what may seem like a very different place and people. Materials will include novels, essays and non-fiction historical accounts, art, film, and photography. Students will demonstrate their understanding of the material through written pieces as well as hands-on creative projects.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.

**CREATIVE WRITING** (*Honors and College Prep*) .5 Credit

**Course Description:** Creative Writing is designed for those interested in crafting fiction and/or non-fiction. Through model works from both published and unpublished authors, students will expand their understanding of the craft and the writing process. Students will be expected to write in and out of class, keep a writer's notebook, and complete a final product that may include prose, poetry, and visual representations. In class, students will explore the writers' work-shopping process and participate in creative calisthenics. Homework will consist of journal assignments and larger written pieces. This class encourages the enrollment of both beginning and advanced writers, but each individual must be willing to take the plunge and write.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.

**DEBATE & CONTROVERSIAL ISSUES** (*Honors and College Prep*) .5 Credit

**Course Description:** This course is designed to teach students how to participate in reasoned and civil debates on controversial issues. Specifically, students will learn how to prepare and present clear and persuasive arguments based on reason, logic, and evidence. Students will spend time learning the debate process, researching and fine-tuning arguments, preparing rebuttals, practicing presentation skills, and engaging in debates. The atmosphere of the class is very supportive and the debates are highly structured to ensure the dignity of the process. By the end of the course, students will have the confidence and skills to adeptly articulate their views in almost any setting. The course culminates with students participating in an engaging Mock Trial serving as the course's final exam.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.

**HONORS MOCK TRIAL** (*Honors Only*)

.5 Credit

**Course Description:** The Mock Trial activity has proven to be an effective and popular part of a comprehensive, law-focused program designed to provide students with an operational understanding of the law, legal issues, and the judicial process. Mock trials are exciting, but more importantly, they provide invaluable learning experiences. This course is offered during first semester in order to compete in the Maine State Mock Trial Competition. Students will take on the roles of witnesses and lawyers in a court case supplied by the Maine State Mock Trial Competition. Most of the course will be dedicated to preparing for the trial. Students then will participate in the trial to be held in a real courtroom (yet to be determined) and compete against other schools from around the state. Trials take place on a few Saturdays throughout the semester. We will visit local courts to make the activity a more meaningful learning experience, as well as inviting judges, attorneys, teachers, and other members of the community to take part in the mock trial to help bridge the gap between the simulated activity and reality.

**Expectations:** A desire to learn about trial advocacy and a commitment to attending competitive trials against other schools on a few Saturdays during the first semester is mandatory.

**HUMANS AND THE ENVIRONMENT** (*Honors and College Prep*).

.5 Credit

**Course Description:** Humans and the Environment focuses on how humans have become the dominant species on planet earth and how our development as this dominant species has led to amazing advancements in our global existence as well as some of the greatest global challenges yet to face earth today. The texts will be primarily non-fiction focusing on present-day issues concerning humans' relationship with the environment. A variety of engaging films, both dramatic and documentary, are also used, as is music, poetry, and art, to give students the background they need to become independent thinkers about environmental issues and solutions. Students will leave this course with a greater understanding of the interaction between humans and our environment to become forces to enact change upon our world.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.

**JOURNALISM** (*Honors and College Prep*)

.5 Credit

**Course Description:** Students will investigate and practice many facets of journalism. In addition to evaluating and changing their current media habits, students will learn about changes in journalism, ethical issues including bias, interviewing sources, expectations of different categories of journalistic writing, and steps in developing/revising/editing stories. Students will use their curiosity in investigating the world around them to create a portfolio of finished articles representing a variety of styles, content, and length.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.

**OUTDOOR LITERATURE** (*College Prep only*)

.5 Credit

**Course Description:** In this course, students will read literature with an outdoor theme. They will read prose, poetry, fiction, biography, and professional writing. Topics we cover include: wilderness, survival, adventure, preservation and conservation, stewardship, authority and persuasion. Students will meet several outdoor professionals who will talk about their vocations and why reading and writing is an important part of their jobs. Students will keep a weekly outdoor journal and compose formal writing assignments each quarter.

**POETRY** (*Honors and College Prep*)

.5 Credit

**Course Description:** This course is designed with collaborative, exploratory, and experiential elements. It utilizes a project-based approach as well as an appreciation of spoken word performances as a means of understanding the power and purpose of poetry. Students will be required to read and analyze a variety of poetic works, as well as write their own poetry and complete projects. A major focus of the course will be looking at how we derive meaning from poetry and the many tools poets use to express their thoughts through language.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.

**PHILOSOPHY** (*Honors and College Prep*)

.5 Credit

**Course Description:** How do you know the world you are experiencing right now is real? Do you have free will? What is love? These are just some of the questions we will tackle in Philosophy class. Philosophy is a discussion-based course focused on the critical analysis of philosophical ideas and an examination of how those ideas are present in the society around us. The focus text studied in the course is *Sophie's World*. Since this is a discussion-based course, students need strong listening skills and the ability and willingness to share their opinions orally and in writing. Nightly readings also require self-motivation and the ability to become interested in material that is challenging and thought-provoking. **Expectations:** Students will need to consistently complete homework to be successful in the course since mastery of reading material will be required in discussions and written responses.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.

**OH MY! SCI-FI!** (*Honors and College Prep*)

.5 Credit

**Course Description:** What does the future hold? Where does human progress meet the destruction of civilization as we know it? This course will examine post-apocalyptic/dystopian science-fiction and why we are fascinated by this genre. Authors use this genre to warn of the consequences of human behavior, thus these stories speculate on human progress or the lack thereof and future impacts. We will look at multiple texts covering an array of post-apocalyptic themes including aliens, androids, post-apocalyptic worlds, and student choice of sci-fi literature. In addition to short stories and novels, we will look extensively at proposed futures as seen in film and television. This course has several creative projects that seek to tap into students' creativity, understanding of the science-fiction genre, and speculation.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.

**RACE & IDENTITY** (*Honors and College Prep*)

.5 Credit

**Course Description:** This course addresses current and historical perspectives on race and identity with the intention of preparing students for productive discussions beyond high school. We will examine often-marginalized voices and learn how to have conversations surrounding topics of race, gender, and identity. Topics covered include why difficult conversations are important, identity and personal culture, and race/identity in America as seen through education, the justice system, and media. Additionally, students learn about activism and how to elevate underrepresented voices through advocacy and education. This course will ask students to reflect upon their own understandings of race and identity and how these ideas are addressed (or not addressed) in current and historical literature, media, and education.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.

**READING FOR PLEASURE** (*Honors and College Prep*)

.5 Credit

**Course Description:** Students will select their own fiction and/or non-fiction texts for reading, analysis, and response. While selected texts will need to fit course criteria (including appropriate complexity for the students' reading level), students will explore topics and titles based on individual interest. Units may include exploration of a genre, author study following an individual writer's use of technique across several texts, and comparison of adaptations of a single text. Writing associated with the unit may include response journals, analysis of technique, creative responses in an author's style, book reviews, blog posts about favorite books, letters to studied authors, and other authentic forms designed to spark and deepen a love of reading.

**Honors option:** Students will choose reading that challenges them as readers in complexity and/or length and execute additional independent work each quarter.

**THE AMERICAN DREAM** (*Honors and College Prep*)

.5 Credit

**Course Description:** This course explores the trials and triumphs of the American Dream through major American writers and various forms of literature. Students will explore American authors' representation of American society as it has evolved over the brief history of this country, focusing on race, economics,

gender, and identity. The literature covered is both fiction and non-fiction, with some units of student choice reading. The course design is constructed with the expectation that, as upper-class students, they can analyze some mature themes found in American Culture.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent project.

**WARRIOR TALES** (*Honors or College Prep*)

.5 Credit

**Course Description:** Warrior Tales explores the idea of how the warrior has evolved over time from the earliest examples known in literature to present day perceptions, expectations, and experiences of today's warriors. Students will read ancient and modern texts featuring warrior characters for comparison. Ideas about chivalry, loyalty, honor, brutality, and the place of the warrior as a role model within a cultural context will be explored through writings and discussions of all texts. Modern warfare, struggles on and off the battlefield, PTSD, and the influence of today's media will underlie writings and discussions of all modern texts. Writings and projects will focus on synthesizing information to draw thematic links between works.

**Expectations:** Students who enroll in Warrior Tales must be able to handle the honest portrayals of armed conflict, including graphic language and violent images.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.

**WRITING FOR COLLEGE** (*Honors and College Prep*)

.5 Credit

**Course Description:** This course covers identity and transforming through various forms of narrative and expository writing techniques with the purpose of writing to consciously target an audience and to successfully move the audience to connect with each students' personal outlooks on themselves and the global world. Student writing will cover the forms of creative nonfiction, persuasion, and research-related writing, as well as some more creative informal writing. The course starts with a writing workshop focusing on narrative writing, followed by a focus on the college application process and the application essay. Students will exit the class with two polished versions of college application essays meant to springboard them into the process of writing the real application essay for the application process at the beginning of their senior year. Finally, each student will learn research techniques and MLA format to craft a culminating major research paper on a topic of choice.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.

**WOMEN AND LITERATURE** (*Honors and College Prep*)

.5 Credit

**Course Description:** Women and Literature will examine several female writers' lives and their texts. The course will focus on how these texts reflect the female experience and the empowerment and/or disempowerment of the female in literature and culture. We will also focus on the female's struggle for identity and self-awareness in a traditionally patriarchal society. Lastly, we will bring these themes into modern literature and society to see how they have or have not changed. Texts may include such works as *Jane Eyre*, *The Wide Sargasso Sea*, *Frankenstein*, *The Handmaid's Tale*, and *The Color Purple*.

**Honors Option:** Students will work with the teacher to plan and execute an additional independent sustained project.



## ENGLISH LANGUAGE LEARNERS

The English Language Learner program at CHRHS provides instruction and support in English Language Development, U.S. culture, and learning strategies to our multilingual learners. Once identified as an English language learner by state and federal guidelines, a case manager is assigned and an individualized, structured program is developed for the student based on CHRHS graduation standards and the WIDA English Language Development standards. Instruction focuses on language acquisition and content knowledge simultaneously. Respect for and information about the student's culture is woven throughout the program.

### ENGLISH LANGUAGE DEVELOPMENT COURSES

English Language Development courses are offered to students who need additional development of literacy skills and academic concepts. Due to the small size of CHRHS's ELL student population, ELD courses can be customized to meet the needs of each individual student. There are three levels of ELD: Beginning, Intermediate, and Advanced. Upon successful completion of an ELD course, **students earn 1 general elective credit. (This does not count as a graduation requirement).**

**ELD Beginner** (Students identified as English Language Learners). 1 Credit  
**Course Description:** This course is for students with Level 1 or Level 2 English proficiency and incorporates proficiencies necessary to navigate the general English language of the classroom and the school, both orally and in writing. Students acquire vocabulary to function in their immediate school environment and in their community. During the first semester, students will master the ability to ask and answer direct questions, to graphically represent language of the content areas, to follow and give simple commands, and to exhibit mastery of English phonological patterns and simple tense syntax. During the second semester, students will master Level 2 English skills including the ability to produce and comprehend increasingly complex grammar and vocabulary, and strategies to improve reading comprehension and written language.

**ELD Intermediate** (Grades 9-12) 1 Credit  
**Prerequisite:** Level 2.5 English proficiency  
**Course Description:** This course focuses on expanding the students' vocabulary, as well as increasing their competence in linguistic complexity and language control. Students develop the ability to listen critically and to express a point of view during class discussions. Strong emphasis is placed on reading and writing to facilitate participation in general education classes. Students move from simplified to original material, working on comprehension, inference, and prediction. The writing focus is on the process of writing, including pre-writing, drafts, revision, editing, and proofreading. ELD Intermediate students will develop thinking and language skills through interactive and collaborative learning. Literature genres will be explored including folk tales, essays, short stories, dramas, novels, and poetry.

**ELD Advanced** (Grades 9-12) 1 Credit  
**Prerequisite:** Level 3.5 English proficiency  
**Course Description:** ELD Advanced students will continue to develop their vocabulary usage, linguistic complexity, and language control to achieve communicative and academic competence. Higher level thinking strategies will be emphasized to allow students to become independent learners. Through interactive and collaborative learning, students will explore how to use English in socially and culturally appropriate ways according to audience, purpose and setting. Students will improve grammatical competence by mastering conditional verb tenses, complex passive voice and will sharpen skills such as summarizing and predicting. They will develop an organized critical essay with emphasis on original thought and analysis.

## ***SOCIAL STUDIES***

### ***9th Grade (.5 credit in Fall, .5 credit in Spring)***

*World History I: The Post-Classical and Early Modern Periods (Fall)*

*World History II: World History from the Industrial Revolution to the Present  
(Spring)*

### ***10th Grade (1 credit)***

*US History: Origins-Modern Day (Year-Long)*

### ***11th Grade & 12<sup>th</sup> GRADE***

*Seminar Curricula (.5 credit, students must take two)*

*Active Citizenship in the 21<sup>st</sup> Century      Global Studies Seminar*

*Introduction to Psychology      Liberty and Justice*

*Behavioral Economics      Media Literacy*

*Maine: Exploring Maine's Past and Our Present*

*Economics for Everyone*

**OR**

*AP United States History (Year-Long, 1 credit)*

*AP Human Geography (Year-Long, 1 credit)*

*AP European History (Year-Long, 1 credit)*

*AP Psychology (Year-Long, 1 credit)*

*\*Note: Course Descriptions for Honors and AP Courses indicate that summer reading may be required. This applies only to students who enroll prior to the end of the previous school year. New and transfer students who enroll after the conclusion of the school year will not be responsible for summer work; rather, they will meet with the teacher at the beginning of the course to develop a comparable alternative.*

### **WORLD HISTORY I: The Post-Classical and Early Modern Periods**

Grade 9

Fall Semester

.5 credit

All students must take World History I & II. Students may choose College Prep or Honors level. The difference is the pace of the curriculum delivered: honors expects more reading, writing, and students will have consistent homework. College preparatory will have homework as needed.

**Course Description College Preparatory:** This course focuses on the time period from the sixth through the eighteenth centuries. We begin with the rise and spread of the Muslim Empire, followed by the emergence of modern Western society in Europe from the Renaissance through the French Revolution,

and the impact of the expansion of European countries during the Age of Exploration and settlement. A variety of student-centered activities featuring critical thinking, writing, researching, interviewing and presenting are incorporated into the class. Students will be expected to complete both short-and long-term assignments out of class.

**Course Description Honors:** Similar to the College Preparatory sections of the course, the Honors course focuses on the time period from the sixteenth through the eighteenth centuries. We begin with the rise and spread of the Muslim Empire, followed by the emergence of modern Western society in Europe from the Renaissance through the French Revolution, and the impact of the expansion of European countries during the Age of Exploration and settlement. Students will be expected to read challenging materials including primary documents, and to write extensively in a formal style. There are also a number of projects that involve research, creation of visual materials, technology skills, and the development of verbal presentations. A summer reading book may be assigned.

### **WORLD HISTORY II: INDUSTRIAL REVOLUTION -PRESENT**

Grade 9

Spring Semester

.5 Credit

**Course Description College Preparatory:** This course begins by looking at the Industrial Revolution and the various economic theories that emerged as a result. Our focus then turns to non-Western societies during the late modern period, including China, Africa, India, and the Middle East. Specific attention is devoted to the convergence of Western and native influences within these societies as a result of imperialism. The course also includes a unit on twentieth-century global conflicts, including World War I and II. A variety of student-centered activities featuring critical thinking, writing, researching, interviewing and presenting will be incorporated into the class. The course may be organized chronologically or thematically and may be contract-based, depending on the instructor.

**Course Description Honors Level:** Similar to college preparatory sections, this course begins by looking at the Industrial Revolution and the various economic theories that emerged as a result. Our focus then turns to non-Western societies during the late modern period, including China, Africa, India, and the Middle East. Specific attention is devoted to the convergence of Western and native influences within these societies as a result of imperialism. The course also includes a unit on twentieth-century global conflicts, including World War I and II. Students will experience a combination of reading, writing, researching, and discussing each class period.

### **US HISTORY: ORIGINS-MODERN DAY**

Grade 10

Yearlong

1 Credit

All students must take United States History. They may choose the college prep or honors level. The difference is the pace of curriculum delivered: honors will be a discussion-based course where consistent preparation for the discussions is an expectation. College Preparatory will have homework as needed.

**Course Description College Preparatory:** This course will cover United States history, geography, economy, government, cultural and intellectual events, and foreign policy from the pre-colonial period through modern day, using thematic units. The course will incorporate writing, critical thinking, discussion and research skills into the many student-centered activities that form the basis of the course. Students will be involved in individual and group projects throughout the year, using a variety of primary and secondary sources. Outside reading materials may also supplement the curriculum.

**Course Description Honors Level:** Like College Preparatory sections, this course will cover United States history, geography, economy, government, cultural and intellectual events, and foreign policy from the pre-colonial period through modern day, using thematic units. The course will incorporate writing, critical thinking, discussion and research skills into the many student-centered activities that form the basis of the course. Students will be involved in individual and group projects throughout the year, using a variety of primary and secondary sources. Many of the critical thinking and writing activities will involve document-based essay prompts. Students interested in taking AP U.S. History as juniors should take this course.

## ***SEMINAR COURSES ~ GRADES 11 & 12***

### **MAINE: HOW OUR PAST INFORMS OUR PRESENT**

.5 Credit

What does it mean to be a Mainer? We live in an extraordinary state when it comes to the historical record. Rocks we encounter testify to glaciation over 10,000 years ago. Native Americans found ways to sustain life throughout the four dramatic seasons here. European explorers set foot in Maine and attempted failed settlements. Our very statehood is connected to the country wrestling with the issue of slavery. And when that dispute brought the Civil War, Maine sacrificed greatly. Maine inventors contributed to the technological advancement of the United States. Fortunes, particularly those relying on Maine's resources, were made and lost. Elected officials from Maine made waves in Washington, D.C. And a young girl impacted the Cold War. These are just a few of the remarkable Maine stories to explore. The opportunity exists to deepen the community's understanding of the triumphs and tragedies on display in the history of the state.

### **INTRODUCTION TO PSYCHOLOGY**

.5 Credit

How do humans behave? This elective will cover the basic concepts of psychology in a semester-long course. Many of today's colleges and universities require psychology as part of their core curriculum. As contemporary society becomes more diverse and communication amongst different populations increases, a better understanding of human behavior is necessary. This course will also offer students an opportunity to fulfill the Civic Engagement graduation standard for Social Studies. This course will be taught using a wide variety of strategies such as cooperative projects, journal writing, term papers, guided readings, and individual activities.

### **ACTIVE CITIZENSHIP IN THE 21<sup>st</sup> CENTURY: U.S. Civics & Government**

.5 Credit

Prepare to be ACTIVE!!! U.S. Civics and Government is a semester course to equip students with the knowledge and skills necessary to participate as citizens in America. Beyond simply exploring the workings of United States government and the associated role citizens play, this course will also investigate topics fundamental to understanding political life in the 21st century. Subjects may include political parties and platforms, interest groups, the impact of the media, public policy development, civil rights, civil liberties, and making change as a citizen.

### **ECONOMICS FOR EVERYONE**

.5 Credit

Economics is the study of how people interact with goods, services, and ideas that they think are valuable. Governments and institutions distribute available resources and we understand multiple perspectives when making an economic decision, apply economic principles to our own decision making, and apply economic principles to real life situations.

### **BEHAVIORAL ECONOMICS**

.5 Credit

How do we make decisions? With what impact? What does economics have to do with decision-making?? The Behavioral Economics course is designed to familiarize students with the predispositions humans have where decision-making is concerned. Helping students to be conscious about the subconscious factors that influence their behavior better prepares them for life. Beyond equipping students with a deeper understanding of their personal actions, this knowledge can help them to shape

the context around community decision-making as well. In their future pursuits, students will inevitably encounter situations where the public is behaving irrationally to the group's detriment. Imagine the advantage students will have when they are able to nudge members toward better results.

### **GLOBAL STUDIES SEMINAR**

.5 Credit

Want to know more about the issues around the world?? Students and the instructor work together to identify contemporary issues of global significance, and then explore the historical context that frames these issues, including important political, economic, social, and cultural factors. The content of the course is therefore fluid, depending upon contemporary events, student interests, and instructor choice. Within this framework, each student must complete a Global Citizenship project comprising political activism, community engagement, intellectual growth, and public speaking.

### **LIBERTY AND JUSTICE: The American Judicial System**

.5 Credit

Concepts of law will be matched with cases from real people. If you are interested in the framework of the judicial system, this course is for you! With Liberty and Justice for All? is a semester long seminar that offering an introduction to law and legal systems in the United States. Using both broad and specific legal topics to give students a better understanding of law and how it affects them in real life; we will examine case studies, conduct individual research, group discussions, and mock trials throughout the course. Students will practice and hone skills related to argumentation and understanding multiple perspectives. Students will have a greater depth of knowledge about the intention of the Constitution and how it applied to our legal system. This will help cultivate active, engaged citizens who will know the rights and responsibilities of participation in their local community and beyond.

### **MEDIA LITERACY**

.5 Credit

Do you want to understand the factors that shape how news is created, delivered, and consumed? If so, this course is for you! Using current events, this course will focus on world and local issues that affect students' everyday lives, such as economics, government, and conflict. We will use newspapers, online media, and newscasts to foster class discussion, create group projects, and engage in presentations. Using primary source materials and opinion pieces, students will work to better understand the world around them. Graduation Standards: Applications, Civic Engagement, Civic and Government

## **YEAR LONG COURSES ~ GRADES 11-12**

### **ADVANCED PLACEMENT UNITED STATES HISTORY**

1 Credit

**Requirements:** Successful completion of World History and U.S. History.

Strong writing skills as well as skills interpreting primary documents are necessary for this course. A summer assignment may be assigned.

**Course Description:** In AP U.S. History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop skills including analysis of primary and secondary sources, developing historical arguments, making historical connections, and utilizing historical reasoning skills. Students taking this course will be taking the AP U.S. History test\* in May. Students who do well on this national test may receive college credit or be excused from basic history courses when they enter college. \***Note:** There is a \$95 fee charged for the exam. Financial assistance is available for students who qualify.

## AP HUMAN GEOGRAPHY

1 Credit

**Requirements:** Successful completion of World History and U.S. History.

Strong writing skills as well as skills interpreting maps and statistics are necessary for this course. A summer assignment may be assigned.

**Course Description:** The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The course is designed to be an introductory college-level geography course with the expectation that students take the AP test in May\*. Students who do well on this national test may receive college credit or be excused from basic social science courses when they enter college.

\***Note:** There is a \$95 fee charged for the exam. Financial assistance is available for students who qualify.

## AP EUROPEAN HISTORY

1 Credit

**Requirements:** Successful completion of World History and U.S. History.

**Course Description:** Advanced Placement European History concentrates on the Late Middle Ages to the present. While the course follows historical chronology to deliver content, it also focuses on five critical themes as they apply to all of the major eras of European history: Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society. The course also specifically addresses the following Historical Thinking and Reasoning skills: Analyzing Historical Evidence, Argument Development, Contextualization, Comparison, Causation, and Continuity and Change Over Time. The course will also specifically address the CHRHS Civic Engagement graduation standard, enabling students to certify their achievement of this standard for graduation. As a student-centered course, AP European History will require students to be active learners and investigators rather than passive receivers of facts. Students who enroll in this class should be self-motivated and should be willing to do a substantial amount of reading, writing, speaking, thinking and analyzing. Students need to maintain a minimum C- average to remain in AP European History. Students taking AP European History are expected to take the College Board's AP European History exam\* near the end of the course. Significant nightly reading of the textbook, documents, and other sources is required, as are written homework assignments and frequent writing of essays. The course is designed as a senior elective and offers a truly college-level experience.

\***Note:** There is a \$95 fee charged for the exam. Financial assistance is available for students who qualify.

## AP PSYCHOLOGY

1 Credit

Students will explore the ideas, theories, and methods of the scientific study of behavior and mental processes. Students will examine the concepts of psychology through reading and discussion and analyze data from psychological research studies. Students will connect psychological concepts and theories to real-life scenarios, learn to understand and interpret data as well as analyze research studies in psychology.

This course represents a one-year, introductory college course in psychology. There will be no academic prerequisites for this AP. Students must be a junior or senior.

There is an AP Psychology exam offered near the end of the school year. There is a \$95 fee charged for this exam. Financial assistance is available for students who qualify.

## **WORLD LANGUAGE**

*The World Language Department offers sequential programs in French, Spanish, and Latin. Students who begin the study of Spanish or French in middle school will be placed in the appropriate level based on teacher recommendation and proficiency. All World Language classes are offered in a four-year sequence with the exception of Spanish that currently offers an Advanced Placement level course. The names of the Spanish courses reflect proficiency levels according to the national proficiency guidelines as described by the American Council on the Teaching of Foreign Languages (ACTFL). All course offerings are subject to enrollment requests and available staff.*

## **FRENCH**

### **FRENCH I**

Grades 9-12

1 Credit

**Course Description:** French I is open to all students in grades 9-12 and is a one-year course that yields one credit. This is an elementary course designed for students who have no prior knowledge of French and little or no experience in any other world language. The method of instruction is Teaching Proficiency through Reading and Storytelling or TPRS. Using physical responses or gestures, students understand the vocabulary and begin to comprehend mini-situations based on everyday activities. Good listening skills are required of the student as the teacher repeats the vocabulary and stories often in order to make it comprehensible. Situations may include: greeting and leave taking, personal preferences, shopping, asking and giving directions, making plans with family members or friends, and descriptions of people, places and events. Also, students are encouraged to create imaginative characters, conflicts and resolutions in their stories. Students listen to stories, music or films and practice telling stories based on cartoon drawings with a partner. Reading stories is another daily activity. In the second semester, students begin to write their own stories.

**Expectations:** This class has daily reading assignments and almost daily quizzes. Since there is no textbook, students are required to have a well-organized notebook for each class. Attendance is very important. Make up work is the responsibility of the student.

### **FRENCH I**

Grades 9-12

1 Credit

**Prerequisite:** French I

**Course Description:** French II is a continuation of level I. The method of instruction is TPRS with comprehensible input as the guiding theme. The everyday classroom routine is conducted as much as possible in French. Students are listening to more detailed stories and are responding to questions about the stories in French. French II students become more familiar with a wider variety of pronouns, adjectives and verbs. By the end of the year, stories are being told in the past tense. The emphasis in this course is on reading, writing, understanding and telling stories.

**Expectations:** This class has daily reading assignments and almost daily quizzes. Since there is no textbook, students are required to have a French notebook for each class. Attendance is very important. Any make up work is the responsibility of the student.

### **FRENCH III**

Grades 10-12

1 Credit

**Prerequisite:** French II

**Course Description:** French III is a continuation of the skills developed in French I and II. TPRS

continues to be the primary method of instruction, but grammar workbooks are available for grammar practice. The curriculum is balanced, dedicating each day to the four input and output skills. Speaking and writing days are considered output. Listening and reading days address input skills. In addition to the four skills, a grammar day is also an integral part of the curriculum. Grammar indicated in the current list of “guide words” is taught and reinforced with workbooks. The specific grammar covered in French III includes: present tense, passé composé and imparfait as well as reflexive verbs in the present. Direct and indirect object pronouns are also taught. The class is making the transition into target language instruction using comprehensible input. Output skills are beginning to become evident as the students will practice 20 second responses, an activity tested in the AP exam.

**Expectations:** Students will come to class prepared to participate with all necessary materials. Each night before class the student is expected to read their novels or readers and be able to summarize and discuss what they read.

#### **FRENCH IV**

Grades 11, 12

1 Credit

**Prerequisite:** French III

**Course Description:** French IV is a continuation of French III with a more dedicated focus on the target language. Higher expectations are the norm in the area of speaking output skills especially with the 20 second response exercise. Writing skills improve using a wide variety of tenses and idiomatic expressions. Listening skills develop with the increased usage of the target language. Reading skills continue to be a focus as the use of novels such as *The Little Prince* are introduced. The recycling of grammar continues throughout the year with the introduction of the reflexive verbs in the past and transitive and intransitive verbs in the passé composé. The subjunctive is also introduced.

**Expectations:** The expectations for students in level IV are the same as with the students in level III with the exception of higher expectation of target language use. The reading level increases in difficulty as we make the transition from readers to novels. A serious approach to French is also expected as the class has a more collegiate atmosphere.

#### **FRENCH V**

Grade 12

1 Credit

**Prerequisite:** French IV

**Course Description:** This course is for the serious foreign language student committed to a college level French class. The class is conducted solely in French with the exception of some grammar explanations and translation exercises. Input and output skills are refined and the focus on proficiency and grammar is equal. Novels such as *Tartuffe*, *Maigret* stories and *Rhinoceros* are read and studied. Grammar is a major focus as the subjunctive is emphasized and future, conditional, *si* clauses and all the remaining past tenses are studied. Any student requesting the AP exam at the end of the year is accommodated. Practice tests are administered to reinforce the four skills. The class is focused, mature, and fun.

**Expectations:** As stated, students in this class are committed to a serious approach to French, perhaps considering a major or minor in French at the postsecondary level.

#### **AP FRENCH LANGUAGE AND CULTURE**

1 Credit

**Prerequisite:** French IV or French V

**Course Description:** The AP French Language and Culture course enables students to develop advanced proficiency in the language skills of listening, speaking, reading, and writing. Weekly course work will include the three modes of Communication: Interpersonal, Interpretive, and Presentational as defined by the Standards for World Languages. The students will be required to read articles and excerpts from magazines, newspapers, and literary texts and summarize their analysis of these materials in both written and spoken French. The students will explore several websites focusing on the culture of French speaking countries around the world. They will refine verbal and written language skills and will be able to apply language competencies beyond the school setting. The six themes, based on the College Board's



Curriculum Framework, will be the focus of the teaching and learning throughout the entire year.

**Expectations:** This AP course is conducted primarily in French and will emphasize the use of the French language to improve oral communication and help the students to develop the ability to speak and understand the French language in a variety of contexts. During the entire course, the teacher will speak French in class and students are expected and encouraged to practice speaking French at all times. The AP French student will spend the year preparing for the AP French exam\*, therefore attendance in class is extremely important and the student is responsible for completing any work that is missed.

\***Note:** There is a \$95 fee charged for the AP exam. Financial assistance is available in some instances.

## SPANISH

### SPANISH NOVICE A (formerly SPANISH)

Grades 9-12

1 Credit

**Course Description:** This course is the foundation of Spanish classes offered at the high school. Students will develop the skills they need to participate in simple conversations on familiar topics, including asking a variety of simple questions. They will become more comfortable reading texts and listening to oral sections on familiar topics. In addition, they will be given opportunities to perfect their presentational skills, both orally and in writing. Students will also explore some products, practices and perspectives of the Spanish-speaking world through presentations by the teacher and also on the Internet. The proficiency goal at the end of this course is Novice Low on a wide breadth of themes.

**Prerequisites:** none

### SPANISH NOVICE B (formerly SPANISH II)

Grades 9-12

1 Credit

**Course Description:** This course is a continuation of Spanish Novice A. Students will continue to explore cultural topics while building their proficiency in both spoken and written Spanish. Students will extend their skills and communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Additionally, students will begin to handle short social interactions in everyday situations by asking and answering simple questions. Students will also learn to present basic information on familiar topics using practiced language that include phrases and simple sentences. They will also be able to write short messages and notes on familiar topics related to everyday life. In addition, students will be able to extract main ideas and occasional details from oral and written texts, and begin to make inferences. The proficiency goal at the end of this course is Novice Mid.

**Prerequisites:** Student has achieved the Novice Low level for each standard in previous studies of Spanish, or teacher recommendation based on a proficiency assessment.

### SPANISH INTERMEDIATE A (formerly SPANISH III)

Grades 9-12

1 Credit

**Course Description:** This course is the continuation of Novice B. In addition to expanding their cultural knowledge through increasingly complex authentic materials, students will develop their communicative skills and participate in conversations on a number of familiar topics using simple sentences. The students' ability with the language will expand to include the handling of short social interactions in everyday situations by asking and answering more complex questions.

Students will also begin to create their own messages using high frequency and personalized vocabulary in a series of sentences to present information orally and in writing. Students will be able understand the main idea in short oral presentations on familiar topics as well as extract main ideas and details from written texts/listening activities and begin to make inferences. By the end of this course, students should show awareness of and occasionally be able to communicate using past, present, future and conditional tenses. The proficiency goal at the end of this course is Novice High.

**Prerequisites:** Student has achieved the Novice Mid-level for each standard in previous studies of Spanish, or teacher recommendation based on a proficiency assessment.

### **SPANISH INTERMEDIATE B (formerly Spanish IV)**

Grades 10-12

1 Credit

**Course Description:** This course is a continuation of Spanish Intermediate A. Students will be asked to make presentations orally and in writing on school, work, and community topics, as well as on topics they have researched. Some of these presentations will ask the students to share information on events and experiences in various time frames. Students will be asked to read more complex texts and they will easily understand the main idea in messages and presentations on a variety of topics related to everyday life, personal interests, and studies. They will also be asked to read stories and descriptions about events and experiences in various time frames. The students will work on their comprehension of oral messages and be able to understand details of what they hear, even when something unexpected is expressed or the message is about events in various time frames. The proficiency goal at the end of this course is Intermediate Low.

**Prerequisites:** Student has successfully met each standard of Spanish Novice High, or teacher recommendation based on a proficiency assessment.

### **SPANISH INTERMEDIATE C (formerly Spanish V)**

Grades 11-12

1 Credit

**Course Description:** This course emphasizes more communication, writing, reading, and presentational skills. The primary goal of the course is understanding and communicating in the target language at a substantially higher degree of proficiency than in previous levels of Spanish. Students study more advanced vocabulary, expressions and grammatical structures, read in-depth texts concerning cultural aspects of Spanish-speaking countries, analyze literary pieces and produce original compositions and oral presentations. The proficiency goal at the end of this course is Intermediate Mid.

**Prerequisites:** Student has met all the standards of Spanish Intermediate Low, or teacher recommendation based on a proficiency exam.

### **AP SPANISH LANGUAGE AND CULTURE**

1 Credit

This AP Spanish Language and Culture course is conducted primarily in Spanish with authentic materials from the Spanish-speaking world; it is equivalent to a third-year college course in Advanced Spanish writing and conversation. This course is designed to provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills to be ready for the AP Spanish Language and Culture Examination\*.

The instructional philosophy of this course includes the integration of the four required language skills that are critical to the successful usage of Spanish: reading, writing, speaking, and listening. The general flow of each week's work is comprised of vocabulary, grammar structure, literary analysis, application of passive and active vocabulary, supplementary reading, and finally, writing assignments and tests. Students should be able to achieve the following objectives:

- To continue to develop communicative competence in listening, speaking, reading, and writing skills.
- To be able to understand the textbook lessons and supplementary materials and participate in discussions using the Spanish language.
- To be able to use the knowledge gained through course materials to develop critical thinking and writing skills to compose essays in Spanish on given topics.
- To be able to use the Spanish language to communicate effectively both in the school setting and in real-life situations.

- To be able to use Spanish as they seek clarifications through the use of communication and language learning strategies

which are running elements of the course.

- To be able to carry on a conversation or a discussion in Spanish with other students in class.

**Prerequisite:** Spanish Intermediate B or C

**\*Note:** There is a \$95 fee charged for the AP exam. Financial assistance is available in some instances.

## LATIN

### LATIN I

Grades 9-12

1 Credit

**Course Description:** In this course you will learn about the language and culture of Ancient Rome. Topics include vocabulary, grammar, English derivatives, art, mythology, architecture and history. Grammar and vocabulary lessons are designed to help you quickly tackle Latin texts as well as improve your English vocabulary, reading and writing skills. Latin I will help you in English, history, science and on the reading and writing section of the SAT. As a Latin student, you will have the opportunity to attend extra-curricular Latin activities and competitions like state Latin conventions.

**Honors and College-Prep Credit:** Students who receive an 85% average or better as a final grade will receive honors-level credit for this course; students who receive a grade between 70% and 84% will receive college-prep credit.

**Prerequisite:** This course is open to all students in grades 9-12. No prior knowledge of Latin language or culture is necessary.

### LATIN II

Grades 9-12

1 Credit

**Course Description:** In Latin II you will continue your study of Latin language and culture. You will learn important grammatical concepts like participles, the passive voice, and the subjunctive mood. You will continue to improve your English vocabulary with derivatives. In Latin II, we delve more deeply into Roman culture and history and even begin reading authentic passages about famous Romans by authors like Livy and Catullus. By the end of Latin II, you will be ready to read Virgil, Ovid, Catullus, Cicero and Caesar.

**Honors and College-Prep Credit:** Students who receive an 85% average or better as a final grade will receive honors-level credit for this course; students who receive a grade between 70% and 84% will receive college-prep credit.

**Prerequisite:** Successful completion of Latin I.

### LATIN III/IV PROSE WRITERS

Grades 10-12

1 Credit

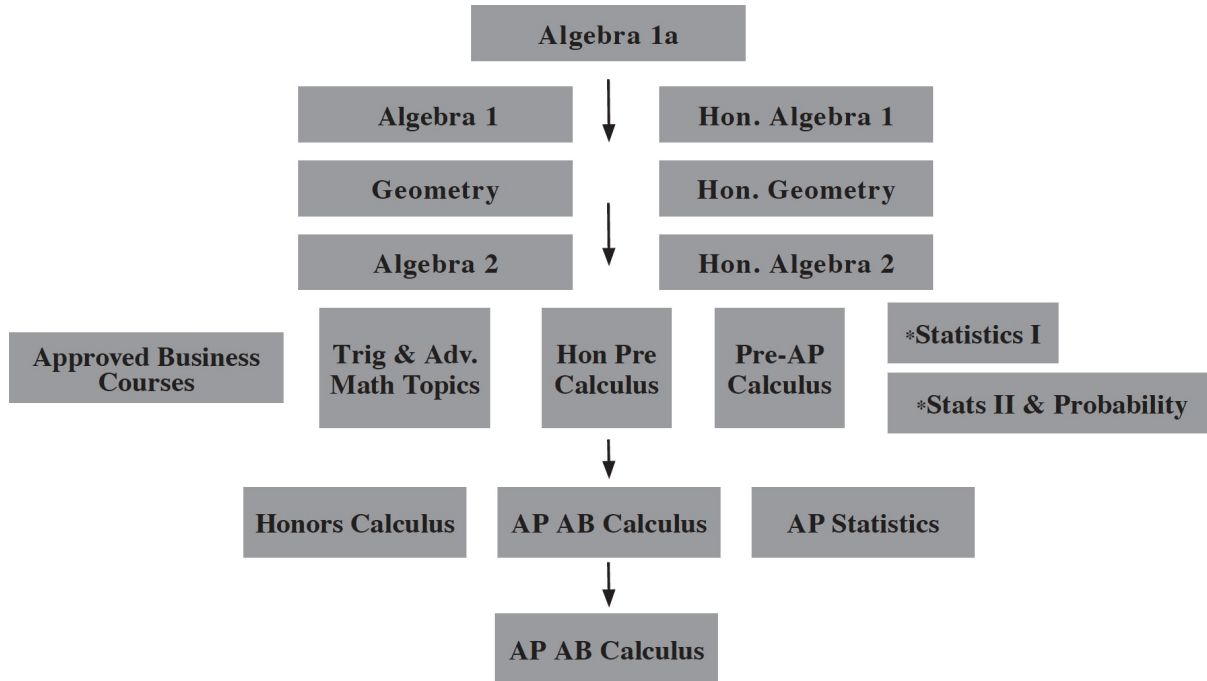
**Course Description:** In Latin III/IV Prose Writers you will read authentic Latin texts by the authors Caesar, Cicero, and Pliny. Class time is devoted to not only translating but also analyzing texts in terms of their style, historical context, and influence on the Western world. In addition to reading and translating you will continue your study of Latin vocabulary and English derivatives. We will also do a comprehensive review of all grammar.

**Honors and College-Prep Credit:** Students who receive an 85% average or better as a final grade will receive honors-level credit for this course; students who receive a grade between 70% and 84% will receive college-prep credit.

**Prerequisite:** Successful completion of Latin II.

# MATHEMATICS

Graduating seniors are required to earn 3 credits of Math and must have a math experience all four years. Each row below indicates math course options in sequential order.



Students must complete courses through **Algebra II** in order to be exposed to all graduation standards. It is recommended that students who choose to take two math classes concurrently take **Geometry and Algebra II** (only one section being an honors level).

\*indicates a semester (.5 credit) course

## HONORS LEVEL MATH

This level is designed for the student who is interested in math, motivated to be challenged, and willing to work hard at a fast pace. Homework can be substantial and sophisticated. Long term, in-depth projects may be assigned. It is required that students entering an honors level course achieve an average of 85 or better in the previous course with teacher recommendation. Incoming 9th graders must meet the following criteria: 1) 15 or more on Work Habits Rubric with a score of 4 on “Completes Assignments on Time” 2) 250 RIT on NWEA for Hon. Geometry, 255 RIT on NWEA for Hon. Alg. II or a course beyond this.

All College Prep mathematics courses at CHRHS are designed to give students a core foundation of mathematics that will support them with problem solving in future careers, and non-STEM majors in college.

## Math Experience

Students must have a math experience all four years of high school. These include but are not limited to any CHRHS math course, business courses, Makerspace courses, Graphic Design, Web Design, Computer Science, Programming, Welding, or any courses at MCST with the exception of Auto Body. If a student has an alternative pathway through an extra-curricular activity, job/internship, or other means they should see their counselor for more information by May 1 of the prior year.

## Math Directed Study Hall

Our Math Directed Study Halls are designed to support students in need of additional support in mathematics. Students may “drop-in” as needed or can be assigned to a Math Directed Study Hall if the

math teacher, parent, counselor, or student feels that more math support is necessary. During the first semester the math directed study hall can also be used to recover credit lost from a course the previous year as long as the student ended the course with a score between 60 and 69.

### ALGEBRA IA

Grade 9

1 Credit

**Prerequisite:** This course is designed for students who score a 225 RIT on NWEA or below AND have a teacher recommendation. Students who score between a 225 – 230 RIT on NWEA may also be placed in the course with teacher recommendation.

**Description:** This course will build on students’ foundational math skills and provide a glimpse into the world of Algebra before they take the Algebra 1 course the following year. Topics include understanding the real number system, operations on real numbers and expressions, creating and interpreting expressions, creating and solving equations and inequalities in one variable, stories of and key features of graphs, and graphing and writing equations of lines.

\*Note if students take Algebra 1A they must subsequently take Algebra 1 the following year.

### ALGEBRA I

Grade 9

1 Credit

**Prerequisite:** This course is designed for students who score above a 225 RIT on NWEA and have a solid foundation of pre-Algebra skills as determined by their teacher at the end of eighth-grade math.

**Description:** Algebra I is that branch of mathematics that uses variables to represent numbers. It is the first step in a traditional college prep math program and a prerequisite for all higher forms of mathematics and science. It develops one’s ability to use logic and reasoning in the area of problem solving. Topics covered include solving equations and inequalities, linear functions, systems of linear and non-linear functions, quadratic, exponential, and rational functions, and statistics and probability.

### HONORS ALGEBRA I

Grade 9

1 Credit

**Prerequisite:** Incoming 9th graders must meet the following criteria: 1) 15 or more on the Work Habits Rubric with a score of 4 on “Completes Assignments on Time” Standard 2) 245 RIT on NWEA

**Description:** Algebra I is that branch of mathematics that uses variables to represent numbers. It is the first step in a traditional college prep math program and a prerequisite for all higher forms of mathematics and science. It develops one’s ability to use logic and reasoning in the area of problem solving. Topics covered include solving equations and inequalities, linear functions, systems of linear and non-linear functions, quadratic, exponential, and rational functions, and statistics and probability. This course will be rigorous, and the pace will be quicker than that of Algebra 1. Students in this course are expected to have mastered eighth grade mathematics.

### GEOMETRY

Grades 9-12

1 Credit

**Prerequisite:** Successful completion of Algebra I; Incoming 9th graders must also meet the following criteria: 1) 13 or more on the Work Habits Rubric 2) 230 RIT on NWEA

**Description:** Geometry is the most visual of all math courses. Spatial relationships, areas, volumes, and reasoning are used extensively in this course. This class includes learning the vocabulary and symbols of geometry, general angle relations as well as those for parallel and perpendicular lines, triangle congruence and similarity, transformations, circles, polygons, coordinate geometry, and inductive and deductive reasoning. Skills learned in Algebra I will be applied throughout this course.

## HONORS GEOMETRY

Grades 9, 10

1 Credit

**Prerequisite:** Successful completion of Algebra I (including factoring and solving systems of equations) with an 85 or better. Incoming 9th graders must meet the following criteria: 1) 15 or more on the Work Habits Rubric with a score of 4 on “Completes Assignments on Time” Standard 2) 250 RIT on NWEA

**Description:** This class is a comprehensive and challenging Euclidean Geometry class designed to provide talented and motivated students a full year to cover the material. Topics covered include basic terminology and symbols; the foundations of a mathematical system; uses of definitions, properties, postulates and theorems; proof writing; triangle similarity and congruence; properties of parallelograms; areas of polygons; surface area and volume of prisms, pyramids, cones, cylinders, and spheres; relations involving secants, tangents, and segments of circles; sine, cosine, and tangent; and coordinate geometry (including proofs).

## ALGEBRA II

Grades 9-12

1 Credit

**Prerequisites:** Successful completion of Algebra I (recommend completion of Geometry prior to or simultaneously for PSAT/SATs). Incoming 9th graders must also meet the following criteria: 1) 13 or more on Work Habits Rubric 2) 230 RIT on NWEA

**Description:** This course will review the major topics studied in Algebra I and build upon them at a higher level. It is expected that most skills learned in Algebra I have been retained, as this is not an introductory course. Topics include probability, functions, systems, quadratics, polynomials, and more advanced function concepts.

## HONORS ALGEBRA II

Grades 9-12

1 Credit

**Recommended prerequisites:** Successful completion of Algebra I (recommend completion of Geometry prior to or simultaneously for PSAT/SATs) and an 85 or better in Algebra and Geometry, if taken prior; recommendation of previous math teacher preferred. Incoming 9th graders must also meet the following criteria: 1) 15 or more on the Work Habits Rubric with a score of 4 on “Completes Assignments on Time” Standard 2) 255 RIT on NWEA

**Description:** This course does little review of Algebra I topics so that the year may be spent working on the new topics of Algebra II. Those topics include matrices, quadratics, systems, as well as rational, polynomial, exponential, and logarithmic functions.

## TRIGONOMETRY AND ADVANCED MATH TOPICS

Grades 11, 12

1 Credit

**Prerequisite:** Successful completion of Algebra II

**Description:** This course is designed to solidify students’ algebraic skills while exploring various new topics. A primary focus will be on the study of functions. One semester of trigonometry is included. Other topics that may be covered include matrices, conic sections, polar coordinates, and parametric equations.

## HONORS PRECALCULUS

Grades 9-12

1 Credit

**Prerequisite:** 85 or better in an Algebra II course; recommendation of Algebra II teacher preferred.

**Description:** This course will give the student a solid grounding in functions that form the foundations of the study of Calculus. These include: polynomial, rational, exponential, logarithmic and trigonometric

functions. A significant portion of the course is devoted to a comprehensive examination of trigonometry. Arithmetic and geometric sequences and series are also studied. The pace of the course is not as fast as in Pre-AP Calculus and the depth of analysis is not as great, but all previously learned algebra skills are assumed to be mastered. Graphing calculators may be used but are not required.

### PRE-AP CALCULUS

Grade 10-11

1 Credit

**Recommended prerequisite:** 85 or better in an Honors Algebra II course; recommendation of Algebra II teacher preferred. **Description:** This accelerated and in-depth course will give the student a solid grounding in the classes of functions that form the foundations of the study of Calculus. These include: polynomial, rational, irrational, exponential, logarithmic and trigonometric functions. A significant portion of the course is devoted to a comprehensive examination of trigonometry. Arithmetic and geometric sequences and series are also studied. The course moves at a quick pace and all previously learned Algebra skills are assumed to be mastered. Instruction in the use of graphing calculators is embedded in the curriculum and students are expected to use one on assessments. Graphing calculators will be necessary for AP Calculus and it is recommended that students purchase one to use in this course.

\*\*See the last page in this section for a list of acceptable graphing calculators.

### STATISTICS I & PROBABILITY

Grades 11, 12

.5 Credit

**Prerequisite:** Successful completion of Algebra II

**Description:** This semester-long course is designed to give a good background in descriptive statistics to students who have an interest in the application of mathematics on data collection and interpretation. The course will include the following topics: graphical representations and numeric concepts used in summarizing and analyzing data, sampling, estimation. The probability portion will include the following topics: concepts and rules of probability, probability distributions, and some game theory. Group projects in survey techniques will extend into data summarization using spreadsheets and databases. This is a useful class for students with an interest in the fields of science, computer software, or philosophy. Students will be expected to complete individual and group projects in addition to regular homework.

### STATISTICS II

Grades 11, 12

.5 Credit

**Prerequisite:** Successful completion of Algebra II, as well as Statistics I & Probability

**Description:** This semester long course is designed to be a continuation of the Statistics I & Probability course. Statistics II will focus on inferential statistics including hypothesis testing, and linear regression. This is a useful class for students with an interest in the fields of science, computer software, or philosophy. Group projects and research papers will be a large part of the learning.

### AP STATISTICS

Grades 11, 12

1 Credit

**Prerequisite:** 85 or better in an Honors level or higher Pre-Calculus course with the recommendation of the prior teacher preferred.

**Description:** AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. This course is rigorous and demanding. Students are expected to be mature, independent learners. The course curriculum follows the guidelines established for the AP Statistics course by the College Board. All students in this course are expected to take the AP exam.

**Note:** There is a \$95 fee charged for the AP exam. Financial assistance is available in some instances.

### HONORS CALCULUS

Grade 11-12

1 Credit

**Prerequisite:** 77 or better in the Pre-AP Calculus course; 85 or better in the Honors Pre-Calculus course; recommendation of Pre-Calculus teacher preferred.

**Description:** Honors Calculus introduces the student to calculus, the mathematics of dynamic systems. The year begins with a thorough review of the important concepts from Pre-Calculus. The study of limits and continuity follows, although this is not as in-depth a study as in the AP course. Differential calculus is covered relying more on the practical applications of it than the theoretical. Finally, the integral is introduced and some of the applications to area and volume are studied. The pace of this course is steady and deliberate. The course is intended to give the student a solid understanding of the basic concepts of calculus, but it is not intended as a substitute for a post-secondary calculus course.

### AP AB CALCULUS

Grade 10-12

1.5 Credits

**Recommended prerequisite:** 85 or better in an Honors level or higher Pre-Calculus course with the recommendation of the prior teacher preferred.

**Description:** Through this college-level Advanced Placement course, a student will, in the words of the College Board website “enter a universe of knowledge that might otherwise remain unexplored in high school; through AP Exams, he or she will have the opportunity to earn credit or advanced standing at most of the nation’s colleges and universities.” Calculus is the mathematics of dynamic systems. It is a prerequisite for many courses of study at the post-secondary level. This course is rigorous and demanding. Students are expected to be mature, independent learners. The course curriculum follows the guidelines established for the AP AB Calculus course by the College Board. All students in this course are expected to take the AP exam. The use of graphing calculators is embedded in the curriculum and students are expected to have and use one. \*\*See below for a list of acceptable graphing calculators.

**Note:** There is a \$95 fee charged for the AP exam. Financial assistance is available in some instances.

### AP BC CALCULUS

Grade 11-12

0.5-1.5 Credit\*

**Prerequisite:** AP AB Calculus

**Description:** This course follows the Advanced Placement guidelines for continued study in the calculus. It is designed, as recommended by the College Board, to be equivalent to a second semester of college-level calculus. Some review of AB (first semester calculus) concepts is done, but students are expected to come to this course with a strong working knowledge of the AB concepts. Topics covered in this class are outlined in the College Board Course Guidelines for BC Calculus. Students are expected to be mature, independent learners. All students are expected to take the AP exam. The use of graphing calculators is embedded in the curriculum and students are expected to have one and use one.

\*\*See below for a list of acceptable graphing calculators.

\*credit to be determined by course configuration

**Note:** There is a \$95 fee charged for the AP exam. Financial assistance is available in some instances. \*\***List of acceptable Calculators for the courses listed previously:** TI-83 (discontinued model), TI-83 Plus, TI-83 Silver Edition, TI-84 Plus, TI-84 Silver Edition, TI-84 Plus CE, TI-Nspire. Instruction with Casio Graphing Calculators may not be explicitly taught. It will be the student’s responsibility to learn to perform the functions if they have a Casio Graphing Calculator.

All models above are consistent in what appears on the screen for basic applications.



## Science Core Subject Options

Every student must pass at least one course in each of the  
4 science core subjects in order to graduate.  
(Shaded courses are freshmen-level options)

EARTH/SPACE SCIENCE	LIFE SCIENCE	CHEMISTRY	PHYSICS
	Foundations of Biology	Foundations of Chemistry	Foundations of Physics
Global Science	Lab Biology	Lab Chemistry	Lab Physics
Honors Global Science	Honors Biology	Honors Chemistry	Honors Physics
			The Science and Engineering of Energy (Honors)
AP Environmental Science	AP Biology		AP Physics

## Science Elective Options

Natural Science	Anatomy and Physiology
Oceanology	MCST Medical Science
Gardening & Horticulture (Spring)	MCST Principles of Engineering
Forensic Science	Sustainability In Action

### **Recommended course load for students considering 2 or 4-year colleges**

At least 3 full year science courses; 2 lab science credits

### **Recommended course load for students considering a career in STEM (including any science, engineering, or health related field), or highly competitive colleges:**

Full year science courses in all 4 disciplines. Consider at least one AP science course.

**GLOBAL SCIENCE**

Grade 9

1 Credit

**Course Description:** This course was developed based on four assumptions of high school science: (1) the study of science should be meaningful for all students; (2) science is best learned by experimentation and analysis of data; (3) student interest is best kept by using relevant material; and (4) all students should understand science in terms of systems, with emphasis on the Earth systems. Global Science helps students develop basic scientific knowledge, skills and attitudes that will be further expanded in grades 10-12. Students will be asked to observe, analyze, and draw conclusions from their own lab activities as well as excerpts from current research. Geology, Earth in Space, Earth Systems and sustainability will all be explored. All year long we will focus on collecting & analyzing evidence to help explain ideas being studied in class.

**Expectations:** Students should arrive in class prepared for the topic of the day.

**HONORS GLOBAL SCIENCE**

Grade 9

1 Credit

**Course Description:** Honors Global Science is designed for students with a keen interest in science and the ability to work independently and responsibly. The student must want, need and be capable of a greater challenge than the other Global Science courses. Many topics are explored in greater depth and sophistication. The entire class moves at a faster pace than Global Science. See Global Science for the general curriculum description.

**Expectations:** Successful students will be able to think abstractly. At times they will need to solve problems and work with very little direction. They will have well developed abilities in mathematics and be able to express themselves both orally and through written word. Students will need to honestly examine their ability to devote the time and energy needed to succeed in an Honors level course.

**Core Subject Courses available in Grades 10-12:****FOUNDATIONS OF BIOLOGY**

Grades 10-12

1 Credit

**Prerequisite:** Global Science

**Course Description:** This course provides an introduction to the biological sciences. Key concepts will include molecular, cellular, organismal and ecological level biology. Foundations of Biology focuses on you and your living environment. A basic understanding of the principles of biology will assist you in making many decisions facing you and your world today. In this class, you will conduct scientific investigations, interpret the meaning of information, and apply your knowledge to understanding real-world issues. This course does not meet the requirements of a “lab science credit” as defined by colleges and universities. Foundations of Biology is intended to cover all the life science proficiency standards required for graduation from CHRHS.

**Expectations:** Students are expected to be active and engaged participants in all lab activities and class discussions. Each student will be expected to make connections between data analysis and life science concepts. All students should demonstrate proficiency in each of the life science practices.

**LAB BIOLOGY**

Grades 10-12

1 Credit

**Prerequisites:** Global Science or teacher permission

**Course Description:** Lab biology will provide students with experiences to meet the graduation standards for both science practices (What do scientists do?) and life science content (What do scientists know about living systems?) Students will be exploring essential questions such as: What is life? How do scientists study life? What are living things made of? How does life sustain and perpetuate itself? How has life changed over time? Students will do so by participating in class discussions, performing lab/field experiments, interpreting/analyzing data, modeling biological phenomena, reading basic texts, and communicating science in written and in oral format. One major goal is to be able to apply basic biology content to your everyday experience. This course meets the requirements of a “lab science credit” as defined by colleges and universities for students who plan

to pursue higher education.

**Expectations:** Students taking Lab Biology should be prepared to be active members of the classroom community who can work independently as well as collaboratively to achieve the learning goals. Students are expected to manage their time to complete work both in and outside the classroom.

### **HONORS LAB BIOLOGY**

Grades 10 - 12

1 Credit

**Prerequisite:** Students must have satisfactorily completed Global Science OR have instructor permission. Sophomores enrolled in Honors Algebra II can consider taking either Honors Chemistry or Honors Physics (Honors Biology will be taken later). Students who will take Algebra II as juniors should take Honors Biology as sophomores and Chemistry as juniors.

**Course Description:** Honors level biology is taught by the molecular approach, where students strive to understand the interconnections of biological concepts. These concepts are divided into 4 units of study: Metabolism, Regulation and Homeostasis, Molecular Genetics, and Evolutionary Processes. Each unit of study also provides the student with lab inquiries linked to the concepts being taught. The class requires a commitment to critical thought, data analysis, independent study, attention to detail, and a responsibility to superior time management.

**Expectations:** Honors Biology is taught at an accelerated pace covering topics that focus on biology at the molecular level. Students are responsible for applying advanced content and data analysis skills to interpreting the fundamental and unifying principles of biology.

### **FOUNDATIONS OF CHEMISTRY**

Grades 10-12

.5 Credit

**Prerequisite:** Global Science

**Course Description:** Foundations of Chemistry is a one-semester introduction to chemistry. The major units of study are nuclear chemistry, chemical bonding, chemical composition, chemical reactions, and chemical energy. Class time will be spent between a mix of experiments, discussions, problem-solving (both “paper” and hands-on”) and practicing skills. This course does not meet the requirements of a “lab science credit” as defined by colleges and universities.

**Expectations:** Students taking Foundations of Chemistry should be prepared to work in class both on their own and collaboratively with others.

### **LAB CHEMISTRY**

Grades 10-12

1 Credit

**Prerequisites:**

- Completion of Global Science and Algebra I with a recommended minimum grade of 80%.
- Completion of OR concurrent enrollment in Algebra II is strongly recommended. Many of the skills used to analyze data in Chemistry are reinforced in Algebra II, and vice versa.

**Course Description:** This course serves as an introduction to the science of chemistry. It fulfills the requirement of a year of chemistry for students applying to 4-year colleges. Chemistry will be studied by seeking connections between the properties and structure of matter. Topics will include the Periodic Table, Atomics and Nuclear Chemistry, Chemical Bonding, the Mole, Equations and Stoichiometry, and Thermodynamics. New concepts will generally be introduced via discussions and examples, and then applied, reinforced, and extended with a variety of team-based and individual labs and “paper” problems.

**Expectations:** This is a college preparatory course that requires students to complete work both in class and out. Students should be comfortable analyzing experimental data and manipulating numbers and should be comfortable working on their own as well as collaboratively with others.

### **HONORS LAB CHEMISTRY**

Grades 10 - 12

1 Credit

**Prerequisite:** You must have satisfactorily completed Algebra I and Global Science. “Satisfactorily” means a recommended 83% or better in Honors level or a 90% or better in College Prep. You must be taking or have completed Algebra II and Honors level Algebra II is strongly recommended.

**Course Description:** This course is designed to help you learn how chemists build up a picture of the relationship between the properties and structure of matter. It focuses on theories (the models, equations, and ideas chemists create and employ) and experiments (the methods used to study substances and test new theories). The work will be about evenly split between team and individual assignments. This course fulfills the requirement of a “lab science credit” for students applying to 4-year colleges.

**Expectations:** This course is designed for students seeking an accelerated pace and who have demonstrated a high level of performance in physical science and Algebra. Students will be expected to apply problem-solving skills to unfamiliar situations, routinely employ higher order thinking skills, and read and write at or above grade level. Some prior experience with Honors level math and/or science classes is strongly recommended.

### **FOUNDATIONS OF PHYSICS**

Grades 10-12

.5 Credit

**Prerequisite:** Global Science

**Course Description:** Foundations of Physics is a one-semester project-based introduction to physics. This course provides a conceptual introduction to the most important physics concepts, allowing students to successfully engineer a working solar-powered motorboat. Content is learned and practiced through hands-on activities with an emphasis on how physics concepts relate to the “real-world.” The focus of the course will be energy, including topics related to electrical energy, solar energy, kinetic energy, and elastic energy. This course does not meet the requirements of a “lab science credit” as defined by colleges and universities.

**Expectations:** Assessments will include both pen and paper quizzes as well as an Engineering project that will apply the learned concepts to building and testing their boat. Students are expected to manage their time to complete work in class; some work at home will be expected. Consistent attendance is vital: students who miss classes are required to make that work up before they can move on to the next lesson, usually during Flex Time.

### **LAB PHYSICS**

Grades 10-12

1 Credit

**Preferred prerequisite:** Students must have completed Algebra I with a recommended 80% or better.

**Course Description:** This course provides an introduction to physics concepts, both conceptually and through use of basic Algebra. Content is learned and practiced through hands-on activities that require observation, data collection, and analyses, as well as the use of simulations, video, interactive software, and lecture/demonstrations. Topics will include kinematics (motion), dynamics (forces), energy, and waves. Engineering Design Challenges allow students to apply their knowledge and skills at the end of each major segment of the course. This course fulfills the requirement of a “lab science credit” for students applying to 4-year colleges.

**Expectations:** Mathematically, students should be proficient at solving algebraic equations for an unknown variable and making and interpreting line graphs. Students will be expected to complete regular work at home, such as evaluating the results of class activities, researching information on a topic related to classwork, or practicing problem-solving skills.

### **HONORS LAB PHYSICS**

Grades 10-12

1 Credit

**Prerequisite:** Algebra II

**Course Description:** Honors Physics builds physics concepts through the modeling process, including experimentation, graphing, and Algebra-based mathematics. Hands-on activities and real-life applications of physics are emphasized. Honors Physics or AP Physics (below) is strongly suggested for students intending to pursue any discipline of science, engineering, or any health-

related field, as well as any other student whose major in college may require a college-level physics course. This course will fulfill any college's requirement of a high school lab-based physics course. Primary topics include kinematics and dynamics. Engineering challenges will allow students to use those topics to solve problems. This course alone will not prepare students for a college-level physics course, so students who expect to take a physics course in college are strongly encouraged to also enroll in The Physics of Energy.

**Expectations:** Students will be expected to regularly complete work at home, including evaluating the results of experiments completed in class, problem sets, and engineering projects. Attendance is very important; "make-up work" can help but cannot substitute for the educational experiences of a missed class.

**THE SCIENCE AND ENGINEERING OF ENERGY (Honors level physics course)**

(Spring)

Grades 10-12

.5 Credit

**Co-requisite: Algebra II**

**Course Description:** This course will focus on how physicists use mathematical models of energy to make predictions and solve real-world problems. This course will utilize the modeling process, including experimentation, graphing, and Algebra-based mathematics. Hands-on activities and real-life applications of physics are emphasized. This course alone will not prepare students for a college-level physics course, so students who expect to take a physics course in college are strongly encouraged to also enroll in Honors Physics (though this course *can* be taken as a stand-alone physics course to fulfill the physics graduation requirement). Topics covered in this course *will* be covered in AP Physics, so students enrolled in AP Physics should *not* also enroll in this course.

**Expectations:** Students will be expected to regularly complete work at home. The ability to apply Algebra to science concepts will be necessary to succeed in this course. Attendance is very important; "make-up work" can help but cannot substitute for the educational experiences of a missed class.

**AP PHYSICS C: MECHANICS**

Grades 10-12

1.5 Credit

**Prerequisite:** Completion of OR concurrent enrollment in AP Calculus

**Course Description:** AP Physics is designed for students considering a science, mathematics, or engineering major in college. It is a rigorous college-level course that incorporates calculus-based mathematics and problem-solving skills, with the ultimate goal of preparing students for the AP Physics C: Mechanics exam. The course emphasizes experimental applications of physics concepts and developing the skills utilized by physicists to develop mathematical models of the physical world. This course fulfills the requirement of a "lab science credit" for students applying to 4-year colleges.

**Expectations:** Students are expected to be simultaneously mastering the AP Calculus curriculum, as concepts learned in that course will be utilized in AP Physics without being re-taught. Extensive work at home will be expected, including evaluating the results of experiments completed in class and daily homework problem sets. Attendance is very important; "make-up work" can help but cannot substitute for the educational experiences of a missed class. Students will be expected to take the Advanced Placement Exam in the spring.

\*There is a \$95 fee for the AP Physics exam; financial assistance may be available for students who qualify.

## CORE COURSE SUBJECTS AVAILABLE TO GRADES 11 & 12

### **AP ENVIRONMENTAL SCIENCE**

Grades 11-12

1.5 Credit

**Recommended prerequisite:** Successful completion of Biology and Chemistry (one of these courses can be taken concurrently with AP ES) and recommendation of current science teacher preferred.

**Course Description:** The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The class utilizes a college seminar approach in which students discuss and answer questions in class from assigned out-of-class reading or research. The laboratory section of the course is geared toward each student developing problem-solving skills and working as part of a research team. The class is complemented by local field studies and prepares students for college courses in environmental science and studies. This course fulfills the requirement of a “lab science credit” for students applying to 4-year colleges.

**Expectations:** Extensive work at home will be expected, including evaluating the results of experiments completed in class and daily homework problem sets. Attendance is very important; “make-up work” can help but cannot substitute for the educational experiences of a missed class. Students will take the Advanced Placement Exam in the spring.

\*There is a \$95 fee for the AP Environmental Science exam; financial assistance may be available for students who qualify.

### **AP BIOLOGY**

Grades 11- 12

1.5 Credits

**Prerequisites:** Lab or Honors Chemistry; Lab, Research or Honors Biology; recommendation of current science teacher preferred.

**Course Description:** Students interested in a career in the biological sciences should consider AP Biology. It is a course designed to be the equivalent of a college introductory course usually taken by Biology majors during their first year. It is a rigorous course that allows motivated students to further explore the following fundamental ideas in biology: evolution drives the diversity and unity of life; biological systems use energy and molecular building blocks to grow, reproduce, and maintain homeostasis; living systems store, retrieve, transmit, and respond to information; biological systems have complex interactions. The class utilizes presentation, discussion, and lab investigation to thoroughly prepare students to successfully take the AP Biology Exam. This course fulfills the requirement of a “lab science credit” for students applying to 4-year colleges.

**Expectations:** AP Biology is a fast-paced course and will require a serious time commitment. Students will be expected to complete formal outlines from their chapter readings on a nightly basis, prepare formal lab reports, research and present quarterly projects, write practice essay responses, and compete regular quizzes and tests. All students are expected to be engaged and positive contributors to class. Students will take the Advanced Placement Exam in the spring.

\*There is a \$95 fee for the AP Biology exam; financial assistance may be available for students who qualify.

## SCIENCE ELECTIVES

*These courses do NOT satisfy the science graduation requirements, and they do NOT fulfill the requirement of a “lab science credit” for students applying to 4-year colleges.*

### **ANATOMY AND PHYSIOLOGY** Grades 11-12 .5 Credit

**Prerequisite:** Completion of OR concurrent enrollment in a Biology course is strongly recommended.

**Course Description:** Anatomy and Physiology is a one semester science elective intended for students considering a career in the medical field and/or for those interested in learning more about the human body. Students will study the structure and function of the human body, as well as the organs and systems of the body and how they function. This course may involve laboratory activities, projects, dissections, models, diagrams, journal writings, and clinical studies. Anatomy and Physiology activities will be hands-on and/or virtual experiences.

### **FORENSIC SCIENCE** Grades 11-12 .5 Credit

**Prerequisite:** Biology OR Chemistry course

**Course Description:** Forensic Science is an inquiry-rich integrated science course that focuses on scientific practices and the analysis of physical evidence found at crime scenes. A multidisciplinary approach will be followed, incorporating concepts in chemistry, biology, physics, mathematics, statistics, psychology, communications, and the law. Possible topics covered include crime scene investigation and evidence examination, fibers and fabrics, fingerprinting, blood and blood spatter, glass evidence, and ballistics.

**Expectations:** Students will be expected to occasionally complete work at home, including evaluating the results of activities completed in class and homework assignments.

### **GARDENING & HORTICULTURE** (Spring) Grades 9-12 .5 Credit

**Course Description:** Gardening & Horticulture can be taken alone or in addition to Sustainable Agriculture. The spring session will focus on topics that relate to running a production greenhouse, maintaining an orchard, and planning and planting a garden. This course is entirely experiential; topics will include germination, pest and disease management, propagation, and soil amendments. Students with an interest in business and developing entrepreneurial skills will enjoy the process of growing seeds and turning it into cash. A student is assessed based on daily work, occasional watering duty outside of class, and participation in the final exam, which is a shift in the annual plant sale in May. Food grown in the school garden is used in our school cafeteria and occasionally enjoyed by students in the class.

### **NATURAL SCIENCE** Grades 11 & 12 .5 Credit

**Prerequisite:** Biology; must be a junior or senior.

**Course Description:** Natural Science is a one semester, field and classroom-based study of local ecology with an emphasis on forest ecosystems. Many people take for granted the incredibly diverse natural world that surrounds them. This class will provide students with the opportunity to explore the ecology and natural history of their local and regional environment. Throughout the semester a wide range of topics will be covered and may include identification of plants and animals, ecological stewardship and appreciation of the natural world, basic concepts of ecology, use of a compass and a topographic map, medicinal plants, edible plants, how to read animal tracks and signs, winter ecology, phenology (seasonal cycles) and student interest projects.

**Expectations:** Students will be expected to keep a field notebook and be prepared to spend most of their time in hands-on investigation. Whenever possible we will have direct contact with the various ecosystems surrounding our school (Be prepared to go outside). Personal discovery and an awakening

to an interest in nature will be main objective of this one semester science elective.

**OCEANOLOGY**

Grades 11 & 12

.5 Credit

**Prerequisite:** Lab Biology, Research Biology or permission of the instructor; must be a junior or senior.

**Course Description:** This is a “hands-on” lab-oriented course in which the student will study living organisms native to the Maine coast. An important part of the course will be written critiques of the video programs shown in class. Several field trips will also be taken to local nearby areas. Students will also have the opportunity to study and sample some of Maine’s seafood delicacies.

Course content will include: Gulf of Maine, Lobster, Marine Habitats (the Rocky Shore), Seaweeds (Algae), Whales, Plankton, Mollusks, and Echinoderms

**SUSTAINABILITY IN ACTION**

Grades 9-12

.5 Credit

**Course Description:** This is an action course where students will learn by doing. Much of our time will be outside or out and about so you will want to be prepared for activity. The course will focus on contributing to improving the sustainability of our school campus. The work that students will be involved with may include reducing the waste we generate, the energy we use, the carbon footprint of our food system, how we manage chemical use in and outside of our school or many other possibilities. Part of our time will support current sustainability initiatives on campus which include harvesting and selling produce and winterizing the school garden and also supporting the composting efforts. The remainder of class time will be student directed. Perhaps we will work with animals to learn about their care while providing services to us. Or maybe we want to explore how to increase the biodiversity of the plants to support more pollinators. The ideas we explore and implement will be based on your interests and energy. If you are interested in making a positive contribution this is the course for you.



## **GIFTED AND TALENTED PROGRAM**

*The GIFTED AND TALENTED program at Camden Hills Regional High School is part of the district's programming for gifted and talented students, serving individuals with demonstrated exceptional abilities in intellectual, academic, and artistic areas. By State of Maine regulations, students must be selected for participation in this high school program on the basis of both objective test information (which could include NWEA, PSAT, and SAT data) and subjective criteria, such as recommendations from teachers and other interested adults. In addition, all CHRHS G/T courses require an application process. Any CHRHS student who would like to be considered for possible admittance to G/T course work should speak with Mr. Tom Gray, CHRHS G/T Program Coordinator, to begin the application steps.*

*The G/T program at CHRHS includes an array of academic opportunities, including unique Honors and AP level course work at the high school and college levels, specially designed independent studies with community mentors, advanced language tutorials, UM-System college courses, and other enrichment opportunities appropriate for gifted/ talented students. The regularly scheduled courses described below are intended to offer qualified students challenging, fast-paced, and conceptually complex curricula. The actual details of entrance standards will be given to all students who indicate in their course selection a desire to take a G/T course. Students identified as G/T may enroll in any G/T course. Non-identified students may also enroll as space permits. Refer to the course semesters below.*

*Admission to G/T courses is by application only but is open to all students who see themselves as needing challenge beyond the regular course offerings.*

*The Gifted and Talented Arts program at CHRHS offers students opportunities for enrichment and advanced study in the Visual and Performing Arts in ways that go beyond CHRHS class offerings. GT Arts opportunities are available to students who have been identified as Gifted or Talented in the Visual or Performing Arts, and, as space permits, to students who may not be identified, but who demonstrate exceptional accomplishment, interest, or aptitude for the Arts.*

*The GT Arts program encompasses the following types of offerings: Extended Studio Workshops, Enrichment Outings, and Independent Study in Visual/Performing Arts. The specific offerings a given year are determined based upon the needs of identified students, the availability of community artists, and the opportunities for Enrichment Outings that may be available. Students who are identified as Gifted/Talented in the Visual and Performing Arts are eligible to participate in these opportunities as part of the Individualized Learning Plan. Other students who are not identified as Gifted and Talented, but who are interested in the Visual and Performing Arts, may also participate in these opportunities as space permits.*

*Extended Studio Workshops: These are typically day-long workshops offered during the school day, in which area artists (this term encompasses both visual and performing artists) come to the school and offer a specialized workshop. The goal of the workshops is twofold: first, to expose children to arts experiences that are not typically part of our regular school programming; and second, to connect gifted students with adults who have meaningfully integrated the arts into their lives, perhaps (but not necessarily) professionally. Because children who are gifted and talented in the arts may have questions about how the arts will fit into their lives as they mature, these adult connections are intended to address the child's need to expand and grow as an artist as a part of their social and emotional needs.*

*Enrichment Outings: These are special cultural outings that are offered throughout the year to expose students to high-caliber arts opportunities that are not available in school. Examples of enrichment outings include artist studio tours, museum visits, and theatrical or musical performances. The scheduling of these opportunities will vary depending upon the nature of offerings that are available within a reasonable distance from CHRHS. They may occur during the school day or outside of the school day.*

*Independent Study in Visual/Performing Arts: Linked to the coordinated Independent Study/Directed Study Program opportunities already in place at CHRHS, these Independent Studies in G/T Arts VPA provide the most flexible format for identified students to advance their technical and process skills over the course of one semester. Direction is provided and support available to make the Study a successful turning point in the development of student talents.*

### **HONORS INTEGRATED HUMANITIES I**

Full Year Honors Course

Grade 9

1 English credit & 1 Social Studies credit

**Course Description:** This course is designed specifically to meet the needs of Gifted and Talented learners and is offered as a specialized alternative pathway for identified G/T students to achieve required English and Social Studies graduation standards and course credit. The course will occupy two class periods—one with an English teacher and the other with a Social Studies teacher. At least one of these teachers will be certified in the area of Gifted and Talented Education. The Social Studies portion of the course will address the same major content areas and skills as Honors World History, but with an increased emphasis on problem-based learning, in which students apply their learning of Social Studies content to address real-world problems and issues. The English portion of the course will expose students to both fiction and non-fiction texts that fit thematically with the Social Studies portion and will emphasize the writing and language skills that are implicit in a problem-based learning philosophy. The course will be specifically designed to engage students in extended projects that span both Social Studies and English.

**Prerequisite:** Formal G/T Identification in at least one of the following areas: General Intellectual Ability; Subject-Specific Ability in English or Social Studies. Students who are not formally identified as Gifted/Talented may be eligible to enroll with administrative permission, within the confines of the maximum class size of 15 students.

### **HONORS INTEGRATED HUMANITIES II**

Full Year Honors Course

Grade 10

1 English credit & 1 Social Studies credit

**Course Description:** This course is designed specifically to meet the needs of Gifted and Talented learners and is a continuation of the foundations set in Honors Integrated Humanities I. This is offered as a specialized alternative pathway for identified G/T students to achieve required English and Social Studies graduation standards and course credit. The course occupies two class periods—one with an English teacher and the other with a Social Studies teacher. At least one of these teachers is certified in Gifted and Talented Education. The Social Studies portion of the course addresses the same major content areas and skills as United States History, but with an increased emphasis on problem-based learning, through which students apply their learning of Social Studies content to address real-world problems and issues. The English portion of the course exposes students to both fiction and non-fiction texts that fit thematically with the Social Studies portion and emphasizes the writing and language skills that are implicit in a problem-based learning philosophy. The course is specifically designed to engage students in extended, creative projects that span both Social Studies and English.

**Prerequisite:** Formal G/T Identification in at least one of the following areas: General Intellectual Ability; Subject-Specific Ability in English or Social Studies. Students who are not formally identified as Gifted/Talented may be eligible to enroll with administrative permission, within the confines of the maximum class size of 15 students.

### **AP CAPSTONE**

AP Capstone is a special diploma program offered through the College Board. It is designed to complement and enhance the discipline-specific study in other AP courses.

The core of the AP Capstone Program consists of 2 special courses: AP Seminar and AP Research. Each of these courses is a full year, and they must be taken as a sequence. The program is designed for students to take the first of these two courses, AP Seminar, in their 10th or 11th grade year, and to take the second course, AP Research, in their 11th or 12th grade year. Students who enroll must take both courses, in the above order.

AP Capstone students take both AP Seminar and AP Research, both of which emphasize the research, writing, collaboration and presentation skills necessary to complete college-level work in any discipline. In addition, students who also take a minimum of 4 other AP courses and exams, and who earn certain minimum scores on all of these exams, will receive an AP Capstone Diploma from the College Board. This distinction, which would be awarded to the student directly from the College Board (not from Camden Hills Regional High School), would serve as formal recognition of the student's overall academic achievement.

## AP SEMINAR

Grades 10-11

1 Credit including .5 English and .5 Social Studies

**Prerequisite:** Formal Identification as Gifted and Talented in one or more of the following areas: General Intellectual Ability, Subject-Specific Aptitude (any subject). This prerequisite may be waived at administrative discretion on a case-by-case basis, as space in the class allows.

**Description:** In this yearlong course, students develop and strengthen analytic and inquiry skills, exploring two to four relevant issues chosen by the student and/or teacher. For example, students might explore the question of whether national security is more important than a citizen's right to privacy, or whether genetic engineering is a benefit to society.

Using an inquiry framework, students practice reading and analyzing articles; research studies; foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. Students question, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. After taking AP Seminar, students will have the opportunity to further hone their inquiry and analytical writing skills in AP Research.

**AP Seminar Assessment:** AP Seminar students are assessed with two through-course performance tasks and one end-of-course exam. The performance tasks consist of a team project and presentation, and an individual research-based essay and presentation. All three assessments are summative and are used to calculate a final AP score of 1 to 5.

The two through-course performance tasks for AP Seminar are teacher-scored. The end-of-course exam is in May; it takes two hours and consists of three short-answer questions and one essay question.

\*Please note: there is a \$145 fee for this assessment; financial assistance may be available in some instances.

## AP RESEARCH

Grades 11-12

1 Credit including .5 English and .5 in OTHER content area, depending upon the student's research focus

**Prerequisite:** Formal Identification as Gifted and Talented in one or more of the following areas: General Intellectual Ability, Subject-Specific Aptitude (any subject) This prerequisite may be waived at administrative discretion on a case-by-case basis, as space in the class allows. AP Seminar is a prerequisite for AP Research.

**Description:** AP Research allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest, documenting their process with a portfolio. This allows students to demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills developed in AP Seminar by learning how to understand research methodology, employ ethical research practices, and access, analyze, and synthesize information to build, present, and defend an argument. Students may choose to do one of the following:

- Dig deeper into a topic studied in an AP course.
- Work across academic areas with an interdisciplinary topic.
- Study a new area of interest, perhaps one for further study at the college level.

**AP Research Assessment:** The AP Research course culminates in an academic paper of 4,000 to 5,000 words and a presentation with an oral defense. The two components of the through-course performance task are teacher-scored, and the academic paper is validated by the College Board after being scored. There is no end-of-course exam for AP Research.

For the oral defense, AP Research teachers should choose two additional adult panel members — expert advisers or discipline-specific experts. Both components are included in the calculation of a final AP score (using the 1–5 scale).

\*Please note: there is a \$145 fee for this assessment; financial assistance is available in some instances.

Source: <https://advancesinap.collegeboard.org/ap-capstone/how-ap-capstone-works>

## CERTIFICATE OF GLOBAL COMPETENCY

**Graduation Endorsement Available for CHRHS Seniors** CHRHS graduates who fulfill certain requirements (listed below) will earn a special graduation distinction, which will be noted on their transcripts and diplomas. This distinction will recognize students who have gone above and beyond the typical graduation requirements in the following ways:

**Academic:** Taking at least two credits of elective courses or independent study courses that focus on Global Competence (a listing of courses that meet this requirement is available through the Counseling Department).

**World Language Proficiency:** Completing at least three credits of the same world language with a minimum grade of

87%, OR demonstrating at least level 4 proficiency in a world language.

**Cultural Immersion:** Completing an approved cultural immersion experience such as study abroad, a school-approved trip or exchange program, or hosting an exchange student.

**Global Action Project:** Completing a multidisciplinary Global Action Project that demonstrates efforts to take action to improve conditions in the world regarding a selected global issue.

Students who are interested in pursuing this endorsement, particularly rising seniors, should discuss these requirements with the Department Head of the appropriate subject area and their School Counselors during the course selection process.

Further questions can be directed to Mr. Tom Gray

## APPLIED ACADEMICS

*The Applied Academics Department offers research and knowledge-based curriculum that respond to, and evolve with, the needs of society. Applied Academics classes typically provide a project-based learning process: planning, action and reflection, and offer essential skills relevant to living healthy, responsible, and productive lives. The department comprises Business, Family and Consumer Science, Digital Media Technology, and Computer Technology. These department subject areas service all grade levels and the wide-ranging abilities of high school students.*

## BUSINESS COURSES

### ACCOUNTING I

Grades: 10-12

.5 Math or Applied Academics Credit

**Prerequisite:** None

**Course Description:** Learn the “language of business.” In Accounting I you’ll learn how to collect information about money and how to organize that information for other people to understand, as well as how to analyze the information to make sound business decisions. We will study the complete accounting cycle of recording transactions, preparing financial statements, and ‘closing the books’ for a small, single-owner service business. We will “keep the books” for imaginary companies in the traditional way and use the computer program, QuickBooks.

### ACCOUNTING II

Grades: 10-12

.5 Math or Applied Academics Credit

**Prerequisite:** Accounting I

**Course Description:** If you liked Accounting I, this is the place for you! We spent a lot of time working with businesses owned by just one person in Accounting I. But suppose you wanted a partner? Partnerships are great, but they work a little differently; we’ll deal with them. And when your business sells merchandise, there are all kinds of headaches about buying and selling. Suppose you wanted to hire somebody to help out-- how does that work? Do I have to go to H&R Block for my income taxes? Have we got the answers for you!

### ENTREPRENEURSHIP

Grades 10-12

.5 Applied Academics Credit

**Prerequisite:** none

**Course Description:** Starting and running a business is the dream of many Americans! In this course you will learn the basics needed to plan and run your own business. Do you have what it takes to run a business? Do you have ideas for new products? This course will provide you with the core skills you need to become successful. You will study the characteristics of successful entrepreneurs, learn about concepts related to small businesses, analyze business opportunities, conduct market research, and develop a business plan. You will ‘learn by doing’ as you oversee a real business and use your expertise during the process. There aren’t many high schools that teach you how to be your own boss. Don’t miss out!

### PERSONAL FINANCE

Grades: 10-12

.5 Math or Applied Academics Credit

**Prerequisite:** None

**Course Description:** Financial literacy is essential in meeting the financial challenges of the 21st Century. This course is based on the JumpStart Personal Financial Education Standards and presents essential knowledge and skills to make informed decisions about real world financial issues. Real world topics covered will include income, money management, spending, credit, as well as saving and investing. Students will design personal budgets utilizing checking and savings accounts, gain knowledge in finance, debt and credit management, and consumer skills. This course will provide a foundation for understanding and making informed personal financial decisions leading to financial independence.

## MARKETING

Grades 10-12

.5 Applied Academics Credit

**Prerequisite:** None

**Course Description:** Sports Marketing? Social Marketing? Digital Marketing? Marketing includes activities such as public relations, sales promotion, advertising, social media, pricing, distribution and many other functions. You will see that marketing is one of the largest and most exciting career areas in business today. Even if you do not choose a career in marketing, an understanding of the subject matter will be very useful in your future. This is true no matter what job you hold!

### **GREAT OPPORTUNITY - BRANDING**

Marketing and Graphic Design will be working together to explore what makes an effective brand. Effective marketing strategy paired with powerful visual communication will be utilized as both classes team up in this exciting project-based learning partnership.

**SIGN UP FOR EITHER MARKETING OR GRAPHIC DESIGN TO LEARN MORE!**

## **COMPUTER SCIENCE**

### ROBOTICS

Grades 9-12

.5 Applied Academics Credit

**Prerequisite:** None

**Course Description:** Robotics provides a highly structured program, moving at a fast pace through fundamental skills in simple programming, robotics, electronics, and ROV construction. Students will explore computer programming, electronics, sensors, and fabrication; then apply their learnings to the design, construction, and testing of an underwater remotely operated vehicle (ROV). This hands-on-minds-on class is designed to get students engaged with an engineering approach to learning.

### COMPUTER SCIENCE PRINCIPLES 1 (CSP1)

Grades 9-12

.5 Applied Academic Credit

**Prerequisite:** None

**Course Description:** Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow in virtually all fields. CSP1 introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Topics covered include digital information, the internet, and web app programming. CSP1 covers the first half of the College Board AP Computer Science Principles curriculum. **However, it is intended as the starting point for all grade levels and students with little or no previous knowledge of computer science.**

### COMPUTER SCIENCE PRINCIPLES 2 (CSP2)

Grades 9-12

.5 Applied Academic Credit

**Prerequisite:** CSP1

**Course Description:** Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow in virtually all fields. This course is the continuation of CSP1 and collectively with CSP2, these two courses cover the College Board Advanced Placement Computer Science Principles curriculum qualifying students who complete both courses to take the AP CSP Exam in the spring if they so choose.

### AP COMPUTER SCIENCE

Grades 10-12

1 Applied Academic Credit

**Prerequisite:** CSP1

**Course Description:** AP Computer Science is a year-long, intensive, focused study of computer programming and is equivalent to a first-semester, college-level course in computer science. This course emphasizes object-oriented programming and design using the Java programming language. There is an AP Exam administered at the end of the course in May. Please note: there is a \$95 fee for the exam. Financial assistance is available in some cases.

## DIGITAL MEDIA

### **GRAPHIC DESIGN: Adobe Illustrator and Adobe InDesign**

Grades: 9-12

.5 Applied Academics Credit

**Prerequisite:** None

**Course Description:** Are you creative? Hoping to combine marketable computer skills with your artistic ability? Looking to create t-shirt graphics, design logos, or other products using text and images to communicate? Learn to use both Adobe Illustrator and Adobe InDesign to create editable and scalable vector graphics. This will be a hands-on, project-based course in the Digital Media lab.

### **INTRODUCTION TO COMPUTER PROGRAMMING: Swift and Xcode**

Grades: 10-12 (grade 9 with instructor permission)

.5 Applied Academics Credit

**Prerequisite:** None

**Course Description:** This class is a broad introduction to several aspects of computer programming. You will learn basic computing concepts, principles of programming, applications of computing concepts, computational thinking, and problem solving. You will work with the Swift language and Xcode software to build iOS apps that can be used on the school-issued iPads. This will be a hands-on, project-based course in the Digital Media lab.

### **PHOTOSHOP: AN INTRODUCTION**

Grades: 9-12

.5 Applied Academics Credit

**Prerequisite:** None

**Course Description:** Do you like working on real projects? Students learn to correct, edit, sharpen, retouch, present, and save digital images using Adobe Photoshop. Create unique images of your own imagination. Use your creativity to design promotions and create graphics. Don't let the opportunity to learn these marketable skills slip away. This will be a hands-on, project-based course in the Digital Media lab.

### **INTRO TO DIGITAL FILMMAKING: Premiere Pro**

Grades: 10-12

.5 Applied Academics Credit

**Prerequisite:** None

**Course Description:** Interested in learning how to make your own films? Inspired by great films? Intro to Digital Filmmaking students will learn both the artistic and technical aspects of video editing and production. The course covers a brief history of film, pre-production planning, interview technique, shooting with a digital camera, and editing in Adobe Premiere Pro. Students complete short projects as they plan, shoot, and edit films. This will be a hands-on, project-based course in the Digital Media lab.

### **WEB DESIGN**

Grades: 10-12

.5 Applied Academics Credit

**Prerequisite:** None

**Course Description:** Do you want to create websites based on your interest? Want to design websites or pages that support the school? Then this is the course for you! Web Design students gain proficiency through a series of projects and tutorials. Basic HTML will be covered along with Cascading Style Sheets, web site planning and design.

### **ADVANCED DIGITAL FILMMAKING: Premiere Pro**

Grades: 11-12

.5 Visual and Performing Arts OR Applied Academics Credit

**Prerequisite:** Intro to Digital Filmmaking

**Course Description:** As they use high-level production and editing techniques, students will learn advanced features of Adobe Premiere Pro—industry standard video editing software. Students will shoot multiple projects and edit them using Premiere Pro. The class will watch and analyze feature films, documentaries, and modern videos featured on Vimeo and YouTube. The goal of the class is to be fluent in a professional editing and production environment. This will be a hands-on, project-based course in the Digital Media lab.

### **MCST DESIGN TECHNOLOGY**

Grades: 9-12

1 Visual and Performing Arts Credit **OR** Applied Academics Credit

**Course Description:** see page 61 in the MCST section of Course Guide

## FAMILY & CONSUMER SCIENCE

### CREATIVE SEWING

Grades 9-12

.5 Applied Academic Credit

**Course Description:** Whether you already know how to sew or would like to learn, this course will take you from where you are with sewing skills to the next level. Students will learn fundamental skills of textile choice, how to decipher the pattern and getting to know all about the sewing machine. Students will be able to self-select projects that will develop and advance their skills according to their interest area. Project choices can range from clothing, accessories, costumes, home projects, toys such as puppets, alterations and re-fashioning already made clothes. Students will also have the opportunity to create or modify costumes for the school play. Like all FCS courses, this is a class for both boys and girls. It is not required to make any purchases for project materials unless so desired. Projects can be made from a very large selection of donated fabrics.

### INTERIOR DESIGN

Grades: 9-12 .5 Applied Academic or Visual and Performing Arts Credit

**Course Description:** What is your design style - traditional, eclectic, country, romantic? This course teaches you how to “see” what is around you in your home and in your communities and how to plan and design a living space. What are the elements that make a home formal or informal? Learn how to read architectural plans while drawing plans for your dream house. Understand the principles of furniture arrangement while studying the different styles of furniture. Learn how to use color to enhance a room and to create the desired feeling. Discover the role of windows, window treatments and lighting in creating a “perfect” room. Learn to use your “eye for design.” All units involve hands-on projects such as sewing pillows, redesigning lamps, design challenges and more to be determined in class.

### CULINARY AND CULTURAL STUDIES

Grades 9-12

.5 Applied Academic Credit

**Recommended Prerequisite:** Culinary Discoveries preferred, but not required

**Course Description:** Do you like trying new foods and flavors? Do you want to learn about different cultures and the foods of that country? The focus of this course is to learn about different cultures and experience the foods of those cultures. While learning basic food preparation skills in the food laboratory, students prepare and serve dishes from different countries. Students in the class determine which countries to study and then design and present projects about that country. \*For more in-depth culinary study, the Culinary Arts Program at MCST offers additional coursework.

### DEVELOPMENTAL STAGES OF CHILDREN

Grades: 9-12

.5 Applied Academics Credit

**Course Description:** This course focuses on the early years of “people making,” when young children are forming first relationships, expanding their “life world,” and seeking independence. We take a look at all aspects of development: physical, social-emotional, and intellectual. We learn how play makes an essential contribution to early learning. Developmental Stages of Children is an excellent course for students who want to develop skills through real life experiences. There is a weekly preschool lab opportunity to work with 3 – 5-year-olds. Videotaped feedback is a tool we use to promote understanding. This course will help whether you are interested in professional work that includes children or are simply curious about human development.

### ENVIRONMENTAL INFLUENCES ON CHILD DEVELOPMENT

Grades: 9-12

.5 Applied Academics Credit

**Course Description:** How do “superheroes” shape a child? Curious about how different personalities, backgrounds, gender, birth order, life’s changing circumstances, or contemporary role models or pressures affect development? Together we will explore the current understandings about environmental factors that affect everyone’s development as well as typical patterns of growth. We will focus on early development since it is the foundation for later experiences. Students will have weekly opportunities to work with 3 to 5-year-olds in our unique preschool lab. This popular hands-on approach to our class study deepens understanding and builds important life skills like aiding a child’s learning process, setting reasonable limits, and finding new ways to create positive learning environments. Class observations, readings, journaling, and lively



discussions on child development topics are all part of this class experience. The final project will include creating a concept game based upon a topic of interest like “Moving” where environments change. Whether you are interested in professional work that includes children or curious about what and how experiences affect human development, this course will engage and challenge you.

## INDUSTRIAL TECHNOLOGY

### WELDING

Grades 10-12

.5 Applied Academics for Credit

**Course Description:** No shop experience necessary. The semester begins with an introduction to drafting and design with 3 View and Isometric drawing. AS an introductory course to welding and fabrication, Safety is #1. Fabrication begins with 24-gauge sheet metal, the sheer, break and spot welder Welding is introduced with oxy-acetylene gas welding, each consecutive unit will build upon the previous, offering students a platform to learn new tools and techniques. Over the semester students will learn each tool in the metal shop, including the ARC/stick welder and the MIG. As the experience of learning is paramount, students are expected to try all the tools and techniques presented, including gas cutting, plasma cutting, chop saw, and all portable tools including angle grinder and air tools.

### ADVANCED WELDING/METAL FABRICATION

(formerly known as Advanced Welding Technology)

**Prerequisite:** Metal / Welding & Teacher Permission / Signature - Limited #; This class will meet during Welding I

**Course Description:** A semester long course following a successful Metal/Welding semester (does not have to be consecutive) Advanced Metal / Welding will have 2 overall objectives; #1, as this class will meet during the scheduled Metal Welding I class, the student(s) in Advanced Welding will act as a *Teacher's Assistant* while in the shop, specifically in the early stages of the class. Working alongside the teacher to ensure safe practice, as a second (or third) set of eyes and hands can only increase productivity and a safe working shop. This course allows students the opportunity to guild a group of their peers, with learned knowledge and respect. The second objective will be the collaborative curricular creation. This will include projects to be completed over the course of the semester. With specific requirements, the projects will be the time and space for those in AWM to work on increased tool knowledge including (angle grinder, jig saw, chop saw, pneumatic tools, drill press) and to recall, work on, and ultimately choose which welding method would work best for them and their projects. Including Gas, ARC and MIG welding. The projects will be designed, built and installed.

### THE HATCHERY: Innovation Engineering: Agency and Changemaking

Applied Academics: 1 credit (elective only)

Innovation is defined as “doing something different.” This engaging, **dual-enrollment course with the University of Maine** will introduce students to a complete overview of Innovation Engineering-- using divergent thinking to envision, study, plan, and carry out solutions to authentic problems in the world. Whether students are interested in developing a new product, tackling a complex social or cultural issue, engineering a new application of technology, or designing a new artistic expression, this course will cultivate the discrete skills and growth mindset that undergird innovation. Intended Outcomes 1. Students will be able to use mining methods (focused research and information collection) to gather stimulus relevant to a particular problem or opportunity; 2. Students will be able to use tools for diversifying thinking, and to recognize and leverage diversity in thinking styles, problem-solving approaches and experience; 3. Students will be able to create multiple ideas in response to real problems and opportunities; 4. Students will develop the confidence to identify ideas that are meaningful (well-suited to particular situations) and unique (original, first, distinctive, novel); 5. Students will be able to communicate their innovations in discipline- and audience- appropriate formats, and engage in discourse with others for the purpose of idea refinement; 6. Students will be able to apply simple estimation techniques to determine the potential value of innovations, and to compare the relative value of competing ideas; 7. Students will develop ongoing learning plans and explore the feasibility of their ideas with rapid Plan, Doc, Study, Act cycles.

## MUSIC DEPARTMENT

*The music curriculum at Camden Hills Regional High School is presently designed to offer students an educational experience that will encourage them to engage in musical activity as part of their adult life following graduation. This engagement may be either as an active performer or as an educated consumer of music. Preparation for the performance-based courses commonly begins at the elementary school level, though this is not a prerequisite for admission into the high school music program. Extra-curricular activities are offered for the purpose of challenging interested students beyond their experiences with the Band and/ or the Chorus. In addition to the performing ensembles, the department offers three classes for the non-performer.*

### **CONCERT BAND**

Grades 9-12

.5 Credit

**Prerequisite:** A minimum of 3 years enrollment in middle school band or by permission by the instructor based upon audition.

**Course Description:** The CHRHS Concert Band is designed to teach students the fundamental skills of performance on a wind/percussion instrument. Through the study of an instrument and of quality band literature, students will learn to perform and appreciate music of a variety of genres and cultures. Students who participate in this program will learn skills

to help them enjoy music- whether as an active participant or a critical listener- for their entire adult life.

**Grading:** Grades will be determined by the average of assessments given for lessons, rehearsal skills, homework and musical performance.

#### **Expectations:**

1. Attendance at all performances and rehearsals is mandatory. The ensemble typically performs 3 to 4 times per year as follows: Winter Concert, Spring Concert, Memorial Day Parade, three or more Pep Band events, and an away performance or occasional trip.
2. Regular attendance to music lessons. These lessons occur approximately 5 times per quarter for 40 minutes. Students are released from study halls to attend. Alternative arrangements are made for students who do not have study halls.
3. A suggested minimum of 3 days per week of practice although preparation time may vary dependent upon individual skill.

### **HONORS JAZZ ENSEMBLE**

Grades 9-12

1 Credit

**Co-requisite:** Wind & percussion players must be enrolled in Concert Band

**Prerequisite:** Permission by instructor and/or audition

**Course Description:** The CHRHS Jazz Ensemble is designed to teach students the fundamental skills of jazz performance. Students will perform music from a variety of genres to develop facility in the various styles of the jazz idiom. Students will also learn jazz theory, jazz history, and improvisation. Students who participate in this ensemble will learn skills to help them enjoy & appreciate jazz music, whether as an active participant or a critical listener for their entire adult life.

**Grading:** Grades will be determined by the average of assessments given for lessons, rehearsal skills, homework and musical performance.

#### **Expectations:**

1. Attendance at all performances and rehearsals is mandatory. The ensemble typically performs at the Winter & Spring Concerts, District 3 & State Jazz Festivals as well as a number of community functions.
2. Regular attendance to music lessons as part of the Concert Band program. Students may also be required to attend a few rehearsals outside of the school day with guest artists.
3. A suggested minimum of four days per week of practice, although preparation time may vary dependent upon individual

## **CHORALE**

Grades 9-12

.5 Credit

**Prerequisite:** Desire to participate in a choral ensemble and an interest in the art of singing

**Course Description:** This course is designed to foster creativity in music making and to teach basic choral and vocal skills necessary for performing in a high school choral ensemble. The repertoire performed is of a variety in style and level of difficulty, challenging both vocally and musically. Students who are new to the choral singing experience will be paired with upper-class students to help them with the many facets of learning choral music. Students are offered voice lessons for the purpose of vocal training and the teaching of basic sight singing skills. Students in this ensemble should show a good practice ethic and will work toward increasing musical literacy. Students who would like to be in Chorale but cannot fit the class in their schedule can take

**Directed Study: Chorale Sectional**, offered at varying times throughout the day. Members of the Chorale demonstrate the ability to:

- a) Perform varied styles of music using different vocal techniques
- b) Project the voice in the required range of his/her given voice part
- c) Follow and communicate with a conductor
- d) Sing with musicality and expression
- e) Read a choral score, rhythms, and sing his/her part in a four-part choral setting independently of the piano

**Grading:** Students will be graded upon the average of written assignments/exams/quizzes, voice lessons, attendance at rehearsals and concerts.

### **Expectations:**

1. Attendance at all concerts and rehearsals. The Chorale performs two to three times per year as follows: Winter Concert, Spring Concert, Fine Arts Night and Spring Festivals. Each semester, there are two to four mandatory evening rehearsals. 2. Attendance to voice lessons. Voice lessons are offered four times per quarter for 40 minutes. Students are released from study halls to attend. Alternative arrangements are made for students with no study halls.
3. Completion of an evaluative audition, which serves the purpose of voice part placement in the chorus. The chorus is divided into four parts; soprano, alto, tenor and bass. A balanced chorus has appropriate balance between parts. These auditions are solely for the purpose of establishing this balance, not to eliminate singers from the chorus. This chorus is open to all students who are willing to learn! Beginning singers or students who think they “can’t sing” are encouraged to try this class.

## **Select Vocal Ensembles: CHAMBER SINGERS or TREBLE CHOIR (Honors)**

1 Credit

### **Prerequisites:**

1. A vocal audition for the director in the spring of the previous year.
2. A minimum of two years choral experience in either school or community ensembles.
3. Students must have adequate sight-reading skills, plus ability to maintain intonation and part independence.
4. Selection based on voice needs of the group so as to maintain balance between parts.
5. Ability of the student to meet the performance schedule.

**Co-requisite:** Students are required to participate in Chorale, either through a scheduled sectional or learning the music through lessons.

**Course Description:** The Chamber Singers and Treble Choir are auditioned ensembles of singers selected from the High School Chorale. The ensembles of 16 to 24 singers each study and perform a wide variety of advanced choral works mainly from the “a cappella” repertoire and accompanied works comparable in difficulty to programs offered at a college level. The ensembles work on sight singing skills, musical literacy, and vocal technique. Chamber Singers and Treble Choir have a very rigorous performance schedule.

**Grading:** Students will be graded upon the average of quarterly performance exams, quartet and octet singing, ability to sing major, minor, and chromatic scales on syllables, sight reading exams, score study assignments, and attendance at all rehearsals and performances.

### **Expectations:**

1. Attendance at all rehearsals and performances. The ensemble performances include: Winter Concert, holiday caroling for local businesses and community groups, Dessert Cabaret, Spring Concert, Festival or Exchange Trip, Senior Evening Service and Senior Banquet.
2. Attendance at regularly scheduled lessons. Students are encouraged to practice basic keyboarding skills independently so as to establish the ability to play single and two-part melodies.

3. Completion of an entrance audition the previous spring, an evaluative audition at the start of the year and one at the semester break. Evaluative auditions are intended to establish whether the singer is maintaining the expectations of the ensemble.

### **INTRODUCTION TO PIANO AND MUSIC THEORY**

.5 Credit

**Prerequisite:** This course is designed for the student with little to no music reading background. This course focuses on beginning piano skills; therefore, it is not appropriate for students who already have a strong piano background. **Course Description:** Students will learn basic music theory through the study of piano. The first quarter of the course is geared towards introducing piano skills and basic music theory skills. Students will learn correct playing technique; be able to read music in both treble and bass clef; be able to read and notate simple rhythms. All students must have access to a piano or keyboard in order to complete homework assignments. In the 2nd quarter the emphasis of the course will focus on music writing and music theory. Students will learn basic harmony, intervals, chords, scales, transpositions, musical analysis, and techniques of musical composition.

**Grading:** Grades will be determined upon the average of homework, quizzes, tests, composition projects, keyboarding proficiencies, and final exams.

#### **Expectations:**

1. Students will hand in all assignments on time.
2. Students will work on projects independently as well as practice basic keyboarding skills outside the classroom.
3. Students will maintain a notebook of all work assigned for the semester.
4. Students will perform at the annual Fine Arts Night.

### **HONORS MUSIC THEORY**

.5 Credit

**Recommended prerequisite:** Intro. to Piano and Music Theory and/or permission by the instructor. Students must be able to read music proficiently and match pitch. A competency test in this area may be required. **Course Description:** This course is designed to enhance student musicianship and acts as a college preparatory course for music entrance examinations. There is a significant amount of homework and independent study involved. The course is divided into three content areas as follows:

*Theory Application:* intervals, rhythm, triads, scale study, clefs, harmonic analysis, transposition, modes, jazz harmony, 4-part writing, keyboard & instrumental writing.

*Singing:* all intervals, scales & basic sight singing ability in 4 clefs in major and minor keys. *Ear Training:* identification of all intervals, basic melodic dictation, and chordal identification. **Grading:** Grades will be determined by the average of homework, quizzes, and a final composition project as well as a final exam.

#### **Expectations:**

1. Students will hand in all assignments on time.
2. Students will schedule time to work independently on the computer.
3. Students will keep a notebook of all assignments, handouts and compositions.

### **THE HISTORY OF ROCK AND ROLL**

Grades 9-12

.5 Credit

**Course Description:** This semester course is designed for the student without musical background. The class will examine the History of Rock and Roll from its origins to the popular music of the 21st century. This history will also include the political, demographic, social and technological influences of “rock and roll” upon our society. In addition, and through the study of this genre, students will learn fundamental concepts in music and ways that these concepts changed throughout the evolution of Rock music. There will be considerable listening and research of the variety of styles of rock music. The majority of work will take place during class time.

**Grading:** Classwork/Class Discussion = 45%, Quizzes/Tests/Presentations/Projects = 45%, Mid-Term/Final = 10%

#### **Expectations:**

1. In an effort to exclude homework outside the class, students are expected to use all class time efficiently and appropriately
2. Students will hand in all assignments on time.
3. Students will work effectively in a small group and independently

### **INTRODUCTION TO GUITAR (ACOUSTIC)**

.5 Credit

**Prerequisite:** Desire to learn to play beginning guitar in a group setting.

**Course Description:** This semester course is designed for students with no prior guitar background. The course focuses on learning the fundamentals of playing beginning guitar. Students will learn how to read and write music notation, play basic chords, and perform songs from both lead sheets and notated rhythms. School loaned guitars will be provided for students who don't have their own. Due to the introductory focus of the class, enrollment into the class will be reserved for students with no prior formal training.

This class will focus on an emphasis of guitar fundamentals. Students will spend significant time learning to read and understand music notation. A major component of the semester will be demonstration of understanding and skill through performance.

**Grading:** Classwork/Skill Development = 40%, Quizzes/Tests/Performance = 40%, Mid-Term/Final = 20% • Guitar skill development

- Performance of introductory songs
- Quizzes/tests of accumulated knowledge of music theory
- Peer review and critique
- Demonstration of skills through performance

## THEATER ARTS

*Students at Camden Hills Regional High School are involved in theater for a wide variety of reasons. There exists within each class a wide range of interest, level of experience, and natural abilities. The philosophy of the theater curriculum is to offer a positive and meaningful experience to each student; giving some students the only formal exposure to theater they might ever have and for other students providing a foundation with which to enter the theater world beyond high school either as a student, community member, or professional.*

### **THEATER PERFORMANCE**

Grades 9-12

.5 Credit

**Course Description:** Let's put on a show! For those who want to be involved in theatrical performance, this one's for you! In this course, students will analyze scripts, and use physical, vocal, and imagination exercises to develop character purpose, objective, relationships, and subtext. With these skills, students will explore the subtle differences in acting for the stage and acting for the camera. Students will also evaluate performance and develop character-building techniques. During the semester students will develop and perform pantomime, monologues and dialogues, choreography, and stage combat. In preparing for performances and presentations, students may also be introduced to the basic concepts of production design, construction, and technology. *This course fulfills a portion of the Visual and Performing Arts requirement.*

### **TECHNICAL THEATER A**

Grades 9-12

.5 Credit

**Course Description:** This course is great if you like hand-on, project-based classes with real life application! Students will learn how to design and build a wide variety of props and scenery for real theatrical productions in the Strom Auditorium and in the Black Box Theater. During breaks between shows, students will learn the fundamentals of scenic design including renderings, scale model construction, and digital model making. Students may also choose to explore costume and makeup design and construction. *This course fulfills a portion of the Visual and Performing Arts or Applied Academic requirement.*

### **TECHNICAL THEATER B**

Grades 9-12

.5 Credit

**Course Description:** Similar to Tech Theater A, this course embraces hands-on, project-based learning. In addition to building primary scenic and property elements of CHRHS theatrical productions, students will learn the basics of lighting, sound, and projection design utilizing a wide variety of digital and organic tools. As part of this course, students will also have the opportunity to learn the basic operations of all sound and lighting equipment in the Strom Auditorium. As in Tech Theatre A, students may have the opportunity to explore other aspects of production design and construction, including costuming and make-up. *This course fulfills a portion of the Visual and Performing Arts or Applied Academics requirement.*

### **NEW COURSE!**

### **THEATER FOR SOCIAL CHANGE**

Grades 9-12

.5 Credit

**Course Description:** This course will examine how theater can be used as a tool to explore human rights and social justice issues and their violations around the world and throughout history. The class will explore how theatre has the potential to engage both audiences and production members in critical dialogues regarding human rights. Students will develop skills for analyzing classic and contemporary dramatic literature, past and current news, and complex government documents in order to compare facts and biases regarding social issues and human rights. Students will study, write, develop, and perform scenes and productions based on knowledge of several social based theatre styles, including docudrama, blind theatre, forum theatre, etc. *This course fulfills a portion of the Visual and Performing Arts requirement.*

## VISUAL ART COURSES

- All Visual Art Department courses require a journal/sketchbook for developing ideas, drawing and design work and for homework.
- Some art classes have a prerequisite. Check with an art teacher or school counselor if you have a question concerning this.
- Art classes have art history, aesthetics, and design integrated into assignments. Teaching of concepts will include demonstrations, practice, and selected reading. Assessment includes class participation, portfolio review and critique, worksheets, and quizzes.
- Studio responsibility and maintenance is an integral part of all classes in the arts program.
- Students will be expected to spend time outside of class on assignments.
- Jewelry classes have a small materials fee to help defray costs of metals and other special materials. This will be arranged with the teacher at the start of each semester.

### DRAWING

.5 Credit

**Course Description:** A semester of drawing - small to large, black and white to color, realistic to abstract. This is the perfect class for students who want to improve their drawing skills. Technical skills include: shading, use of line, drawing from observation; expressive use of line, color and space; development of your imagination through brainstorming; fun exercise drawings; and more in-depth drawing projects. Students will draw from life but will also use other resources, including imagination and the work of well-known artists as starting points for drawings.

### PAINTING

.5 Credit

**Course Description:** A semester course designed to increase knowledge of composition, drafting & other technical skills, color theory and content in painting. Different units will build upon one another exploring, different techniques, materials, and surfaces, giving students a strong base and/or continued foundation of creative information that can support them in further development of personal art making.

## NEW COURSE!

### DRAWING & PAINTING LEVEL 2

.5 Credit

**Prerequisite:** *Either* Drawing or Painting class.

**Course Description:** This semester-long course is for students who successfully completed either Drawing or Painting class and are interested in more: developing and integrating skills, depth of content, and personal voice in both drawing and painting. Traditional drawing and painting media are the focus; digital drawing and painting tools will be explored and may be used as part of the student sketchbook assignments. Current and historical trends and ideas in art and visual expression will serve as a springboard for developing personal ideas.

### ADVANCED DRAWING AND PAINTING I & II

.5 Credit per semester

**Prerequisite:** Either Drawing or Painting class, OR permission of the teacher.

**Course Description:** This class is for motivated art students who love drawing, painting, and mixed media, and are ready to work at a higher level. Assignments will focus on developing personal creative solutions to visual prompts and problems, with materials including watercolor, acrylics, charcoal, colored pencil, encaustics, and mixed media. Inspiration will include observation, imagination, and experimental techniques. You will have homework, including sketchbook/journal assignments. Students will need to spend time outside of class to complete assignments and be self-motivated to maximize studio time.

*It is suggested that students in Grades 9 & 10 take **Drawing & Painting: Level 2** before taking this class.*

*Students planning to take Advanced Art Portfolio are encouraged to take this class in Grade 11 or 12.*

### BIG ART

.5 Credit

**Course Description:** Big Ideas, Big Work, Working Together. We'll work with traditional and non-traditional materials and processes, with a focus on design planning, problem solving and teamwork to create finished work. Projects can include mural design, 3D large-scale sculptures, and art for social change. Community

projects may be incorporated within a semester's curriculum, giving students real-life experience working within a larger team with specific goals and deadlines.

### **PRINTMAKING**

.5 Credit

**Course Description:** Students will learn techniques and concepts of printmaking, including relief block printing, silkscreen, collograph, stenciling, Gelli prints, and more. Assignments will include problem solving with drawing, design and color, often using multiples, sequences and variations, which are key aspects of printmaking. Students will create an illustrated book or a calendar as one of the collaborative assignments, and yes! We can learn to print t-shirts with silkscreen. An interest in drawing and design is important, as you will use drawing for idea development and some direct printing processes. Students will keep a sketchbook/journal for design challenges and research.

## **NEW COURSE!**

### **WORLD ART AND CULTURE**

.5 Credit

**Course Description:** This class is for students who are interested in the connections between art, history, and contemporary issues and ideas. We'll combine hands-on art studio work with readings, class discussion and written responses about arts from varied cultures. Studio projects and materials will include: using clothing and textiles to create identity and tell stories with batik, painting and printmaking; drawing and digital media to explore portraiture and identity; clay or other sculptural media to explore function and meaning.

Students will explore art and artifacts from a number of cultural and geographical backgrounds, and gain understanding of how the culture shaped visual expression on a community and individual level. Students will ask and answer big picture questions including "How have people responded to events and issues current to their times? How did geography, the environment and the purpose of the art influence the artists' choice of materials? How did technology, both simple and complex, affect the resulting arts and crafts of that culture? How have modern cultures appropriated images, materials and concepts of the past, and how have they changed when appropriated?"

### **3-D DESIGN**

.5 Credit

**Course Description:** This course is an exploration of three-dimensional design and sculptural form. Students will work with a variety of traditional and nontraditional materials, including but not limited to tie wire, found object, clay, plaster, stone, wood, cardboard and a variety of attachment methods. Working from 2d into 3d, students will explore the principles of design with line, plane and form working with a variety of tools and techniques, including hand tools and portable tools.

### **VISUAL JOURNALING**

.5 Credit

**Course Description:** The Visual Journal is a multi-media hands-on art experience. Students will create a variety of sketch book/journals using different book making techniques such as the coptic stitch binding, accordion style and others. The purpose of the journal is to create a space where students can paint, draw, doodle, collage, reflect, dream, or vent their frustrations. There will be many art techniques taught, writing prompts, and themes to get them started. A sense of play, deep reflection, and creativity will be highly encouraged. This course is ideal for students of all skill levels from beginner to advanced.

### **CLAY I**

.5 Credit

**Course Description:** This is an introductory level course focusing on the major methods of working with clay, including hand building, coil, slab and wheel throwing techniques. Looking at examples of pottery from many cultures, including contemporary potters, students will develop a vocabulary of techniques to create their own body of work. There will be regular critique, historical perspective, and some writing.

### **CLAY II**

.5 Credit

**Prerequisite:** Clay I

**Course Description:** This course will build on skills introduced in Clay I or other clay classes. Both wheel and hand building processes will be used. New and advanced techniques, such as altering wheel thrown shapes to create sculptural forms, will enable students to complete more sophisticated works. Students will



be expected to develop a more personal range of clay pieces, create a series of related works, and take an active role in studio maintenance and organization. There will be regular critique, historical perspective, and some writing.

**JEWELRY STUDIO**

Materials Fee

.5 Credit

**Course Description:** This class is designed as an introductory course for the student interested in making fine jewelry as an expressive art form. Students will apply design thinking skills to create jewelry and small-scale sculptural works. Materials and processes will include metalworking, wire wrapping, fibers and paper, acrylic, clay, and mixed media. Skills and content will include principles of design, aesthetics, learning properties of various materials, and the requirements of good craftsmanship. Use and care of tools and equipment, and studio setup are covered for each process. Historical and contemporary trends in jewelry and body adornment will inform each project. Research, and short presentations on learning are required throughout the semester.

**ADVANCED JEWELRY STUDIO**

Materials Fee

.5 Credit

**Prerequisite:** Jewelry Studio

**Course Description:** This course is for the motivated and experienced artist/craftsperson willing to tackle more advanced techniques in jewelry. Students will have challenging assignments for the first quarter of class to further their technical and aesthetic skills, as they develop ideas and skills of special interest. This will lead to a more independent approach for the second quarter of class, where students will work with the instructor to plan and work on more personal projects. A high-level craftsmanship is expected for finished works. Discussion, critiques and research will integrate with and support studio work. Topics will include designing for functional use; how to use narrative and make meaning within jewelry design choices; historical and non-traditional approaches to jewelry and body adornment.

**Expectations:** Students will need to spend time outside of class to complete assignments and be self-motivated to maximize studio time. Students will contribute to a collaborative team atmosphere during class activities and discussions, and they must adhere to safety procedures shown in class.

**ADVANCED ART/PORTFOLIO CLASS**

.5 Credit

**Prerequisite:** This class is open to students who have taken at least three art classes during high school and may include a portfolio review. It is crucial that you get a signature on the course registration form from your current art teacher and discuss whether this course is good for you. This course is strongly suggested for Juniors who intend to have a portfolio for college and Seniors.

**Course Description:** This course is for the motivated and artistically accomplished student who wants a year to focus on advanced level art making. Working with a range of media, students will work through the process of creative and imaginative problem solving to create sophisticated finished works. Emphasis will be placed on recognizing and developing greater technical and conceptual depth in studio projects and creating meaning and a personal voice in one's artistic work. A completed portfolio is required for this course.

**Expectations:** Students will maintain a sketchbook to record and develop ideas, sketches, and other work. Reading and research about art and artists will be integral to the course. Students will prepare and install an exhibition of work for Fine Arts Night in June as part of their second semester work. Students should expect to spend significant time beyond designated class time to complete projects. There may be work assigned over the summer to be completed before the start of class in the fall.

## VISUAL AND PERFORMING ARTS AND APPLIED ACADEMICS

In order to graduate with a diploma from Camden Hills Regional High School, all students are required to earn 3 credits in Visual and Performing Arts and Applied Academics. These 3 credits must include 1 credit in Visual and Performing Arts, 1 credit in Applied Academics and 1 credit which may be either or a combination.

### VISUAL AND PERFORMING ARTS

3D Design  
Advanced Drawing & Painting  
Advanced Jewelry Studio  
Advanced Art Portfolio  
Big Art  
Chamber Singers/Treble ChoirChorale  
Clay I & Clay II  
Concert Band  
Drawing  
Drawing & Painting II  
Honors Music Theory  
Introduction to Guitar  
Introduction to Piano & Music Theory  
Honors Jazz Ensemble  
Jewelry Studio  
Painting  
Printmaking  
Theater for Social Change  
Theater Performance  
The History of Rock and Roll  
Visual Journaling  
World Art & Culture

### APPLIED ACADEMICS

Accounting I & II  
AP Computer Science  
Cooperative Education/Work Study  
Creative Sewing  
CSP I & II (Computer Sci Programming)  
Culinary & Cultural Studies  
Developmental Stages of Children  
Entrepreneurship  
Env Influences on Child Development  
Graphic Design  
Introduction to Computer Programming  
Introduction to Digital Filmmaking  
Marketing  
Midcoast School of Technology Classes  
Personal Finance  
Photoshop  
Robotics  
Web Design  
Welding/Adv Welding

### VISUAL & PERFORMING ARTS or APPLIED ACADEMICS

*The following courses may be applied to either Visual & Performing Arts or applied Academics:*

Advanced Digital Filmmaking  
Interior Design  
Technical Theater A: Building Stage Magic  
Technical Theater B: Lights! Sound!

## **PHYSICAL EDUCATION AND HEALTH**

*The Physical Education and Health curricula are designed to prepare students to meet both state and national standards for Health and PE. Whenever possible, students are expected to earn a full credit of physical education and .5 credit of health by the end of the sophomore year. These credits are graduation requirements.*

### **HEALTH**

Grade 9-10

.5 Credit

**Course Description:** The Health Education program has been designed to incorporate six general concepts into a comprehensive and sequential wellness program. They consist of the individual's physical, mental, social, spiritual, intellectual, and environmental aspects. These main concepts are the key foundations of each unit that is addressed throughout the semester. Besides the subject areas that are health related, the instructor will also address current health research, new discoveries, current daily events, and literature on alternative views in the health field. This course is a one semester, .5 credit course which is completed during the student's ninth or tenth-grade year. This is currently the only health requirement for graduation. The main goal of the department is to address the "whole" student through a variety of subject areas, and to provide a strong knowledge and skill base. The secondary goal of the health course attempts to address the student's personal foundation. Through a series of community service initiatives, one to one student / adult interviews, problem solving, peer sharing, and encouraging personal responsibility, this department drives to strengthen each and every student.

#### **There are six Health Proficiency Standards for graduation:**

1. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.
2. Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.
3. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
4. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.
5. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.
6. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

### **BEYOND HEALTH: Practices for Living Your Best Life** Grades 10-12

.5 Credit

**Prerequisite:** Successful completion of Health

**Course Description:** In a school setting we see every day how one's mental health affects their physical and emotional well-being. This proposed course is designed to teach students how to manage stress through a variety of positive avenues. This course will be designed as a learning lab where students will discover and develop practices uniquely for themselves that will help lead to a happy, healthy and active lifestyle. Areas of exploration and practice will include: Physical fitness, mindfulness, meditation, yoga, nutrition and cooking, adventure therapy and playfulness. Standards from both PE and Health will be addressed

**\*Note: Beyond Health is not available to 9th graders**

## **PHYSICAL EDUCATION**

The physical education program consists of physical activities that establish positive attitudes, movement competencies, vigor, and strength, enabling each student to establish a pattern of living for a productive and happy life. Each teacher creates a class atmosphere in which our students will feel comfortable expressing themselves in an activity-based classroom. These activities help students maintain an active lifestyle and develop positive attitudes toward their physical selves. Our program develops a desire to participate in leisure-time activities and benefit from the social growth these activities can provide. We relate to each student the importance of interaction with fellow students emotionally, both cooperatively and during competition.

### **There are three Physical Education Proficiency Standards for graduation:**

#### **1. MOVEMENT/MOTOR SKILLS AND KNOWLEDGE**

Students will demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance

#### **2. PHYSICAL FITNESS ACTIVITIES AND KNOWLEDGE**

Students will demonstrate and apply fitness concepts.

#### **3. PERSONAL AND SOCIAL SKILLS AND KNOWLEDGE**

Students will demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.

Students may select from the following four PE options:

### **PERSONAL FITNESS**

Grades 9-12

.5 Credit

The focus of this class is to explore and implement a wide array of personal fitness programs. These programs will include Cardiovascular Fitness, Flexibility Training, Strength Training, Muscular Endurance, Weight Management and Nutrition. Students will gain the knowledge and skills to create an individual, goal-based personal fitness plan.

### **TEAM SPORTS**

Grades 9-12

.5 Credit

The focus of this course is to explore various team sports. Emphasis will be placed on gaining sport-specific skills and learning the rules of play. Students will also learn to work cooperatively with their peers to demonstrate positive sportsmanship, fair play and respect for the game.

### **RECREATIONAL ACTIVITIES**

Grades 9-12

.5 Credit

The focus of this course is to learn a wide array of active recreational pursuits and how they can enhance our lifelong fitness and well-being. Through games and other activities students will learn how to organize and take responsibility for their recreation and both physical and mental health.

### **MAINE OUTDOOR EXPERIENCE**

Grades 10-12

.5 Credit

Maine Outdoor Experience is a physically challenging class designed to help students explore the Maine wilderness and all of the lifelong fitness and recreation opportunities that it offers. The course will focus on wilderness skills including, but not limited to, safety, equipment, weather, and "leave no trace" ethics. Students will spend most of the classroom time outside, learning and practicing the vast array of skills.

**\*Note: Maine Outdoor Experience is not available to 9th graders\***

## ***SCHOOL TO CAREER PROGRAM***

The goal of the School to Career (STC) program is to assist students in making appropriate choices and plans for their education/career paths during and after high school. The philosophy of this program recognizes that classroom learning provides only part of the skills and knowledge students will need to succeed in their chosen profession or career. Students in this program put work skills into practice while exploring and developing career interests and objectives. There are two components to this program that combine to offer 4 elective credits: Cooperative Education and the Applied Career Exploration and Success class. See details below.

### **APPLIED CAREER EXPLORATION AND SUCCESS (ACES)**

Grades 10 – 12

1 credit (elective credit)

**Course Description:** This year-long course is designed to provide students with the skills, abilities and knowledge to transition successfully into the real world, regardless of the educational and/or work choices they make after high school.

**Topics will include:** Career Research, Post-Secondary Education Research, Job Hunting Skills, Decision Making, Communication Skills, Work-Place Safety, Financial Management, Project Management, Leadership, Citizenship, and Entrepreneurial Basics. During this course, students will explore their answers to 3 self-defining questions: “Who am I?” “Where do I want to go?” and “How do I get there?” The coursework is product driven and students will create a portfolio of their work.

Students enrolled in the Applied Career Exploration and Success class at CHRHS have the opportunity to earn 3 (free) transferable college credits through dual enrollment in the “Academic Success Seminar” (ACSS 104) at Southern Maine Community College (SMCC).

**Note:** Students may enroll in this course without participating in Cooperative Education. This course is a co- or pre-requisite for participation in the Cooperative Education Program.

### **COOPERATIVE EDUCATION**

Grades 10-12

1 elective credit for the first year and 2 elective credits for the second year.

Students are eligible to earn a maximum of 3 credits for work experiences during high school.

**Course Description:** Gain the experience employers are seeking. Through this program, high school students earn credit for paid, supervised work in the community. A State of Maine Cooperative Education Agreement among the parent(s), student, school and employer is completed at the beginning of the year. Employers/supervisors evaluate work ethic, on the job skills, and workplace responsibilities. Number of hours worked varies, but students generally work an average of 10 - 15 hours per week. Enrollment in Coop exempts students from the maximum 24-hour workweek, enabling students to work up to 39 hours a week. Students must provide their own transportation to and from the job site.

**Pre-requisites for Cooperative Education:** Students must be 16 years old and have a job. Students must have taken or be enrolled in the Applied Career Exploration and Success class

**STC Program Certifications:** Career and Technical Education Consortium of States (CTECS) Workplace Readiness Skills Certificate

**Dual Enrollment Agreement:** Southern Maine Community College – 3 Credits The STC Program Meets the

Following Standards:

Maine Learning Results: Career and Education Development Standards

Maine CTECS Workplace Readiness Skills Standards

Maine Statewide Career and Technical Education Cooperative Education Standards (99.1000)

## Mid-Coast School of Technology 2022-2023 Course Descriptions

Career and Technical Education (CTE) programs are available to all students in the region. Students acquire high-quality technical skills that will prepare them for post-secondary education and entry into the workplace. Many of Mid-Coast's programs provide opportunities for a certification, such as EMT, and/or enable the student to earn college credits while in high school. Students and parents are encouraged to contact their school counselor or the School to Career Coordinator at your sending school to schedule a visit. Please see our website for more program information: [www.mcst8.org](http://www.mcst8.org) or call Mid-Coast Student Services at 594-2161 ext. 216 for more information.

### Articulation Agreements

Career and Technical High Schools in Maine have a variety of Early College opportunities for students. Many of the CTE programs have negotiated agreements with Maine colleges that allow students to receive college credit, after enrolling in the college, for documented achievement in high school programs. Listings of Mid-Coast's articulation agreements can be found throughout this course guide. The number of college credits granted varies depending on the program and college chosen.

### Concurrent Enrollment

Mid-Coast School of Technology has partnered with several Maine Community Colleges to offer students the opportunity to earn college credit in our programs. Mid-Coast teachers serve as adjunct faculty members for the partnered post-secondary institutions. After a student has successfully completed the course, they will earn transferable college credits. Students can earn up to 15 college credits in a Mid-Coast program with additional credit opportunities in English and Math.

## CTE Programs

### Automotive Collision Technology I & II

Grades 10-12

- Explore welding, painting, and restoring techniques
- Gain hands-on collision repair experience on hotrods, trucks, and cars
- Earn Industry recognized credentials

This two-year course offers a diverse look into the automotive collision industry and prepares students for post-secondary education or entry-level positions within the field. Working in a modern collision shop environment, students use the most up-to-date tools and equipment where students will be expected to learn skills in welding, paint preparation, dent repair, detailing, etc.

Certifications: I-CAR, ASE

Examples of Career Possibilities: Automotive Repair Technician, Automotive Repair Refinisher, Automotive Sales, Insurance Estimator

### Automotive Technology I & II

Grades 10-12

- Gain experience using industry tools and equipment
- Earn ASE (Automotive Service Excellence) certifications to use for employment
- Learn from an ASE Master Mechanic

Automotive Technology is a two-year program designed for students to gain an understanding and learn to repair different systems in today's cars: steering and suspension, brakes, engines and engine performance, electrical, heating and A/C, automatic transmission, and manual drive train. Students also learn how an auto shop works with an emphasis on safety and environmental impact. Students develop on-the-job skills of tool and equipment use along with computer information in the automotive industry focusing on promoting safe work habits and quality workmanship. The instructor is ASE (Automotive Service Excellence) certified.

Certifications: NA3SA, NATEF

Articulation Agreements:

University of Northwestern Ohio - 12 Credits

Washington County Community College - 5 Credits

Concurrent Enrollment:

Eastern Maine Community College - 4 Credits

Southern Maine Community College – 11 Credits

Examples of Career Possibilities: Automotive Technician, Automotive Service Management, Automotive Sales, Auto Parts Sales

## **Baking & Pastry**

Grades 10-12

- Participate in the operation of the Osprey's Nest Café
- Visit many professional businesses in the industry
- Compete against peers where students are given a time limit and an item to prepare similar to many popular cooking shows

The Baking & Pastry class is a two-year course designed to prepare those students who wish to enter the competitive field of professional baking. This class will provide students with an understanding of the ingredients and methods used in creating breads, pastries, cookies and other desserts. Students learn how dairy, fruits, flour and chocolate come into play with pastry and baking. The fundamentals of dough and basic decorating skills are covered, and this pastry and baking class also introduces students to baking equipment and baking costs. The baking lab for the class is a large commercial kitchen that is licensed and approved by the State of Maine. The students work with all the same equipment and organizational tools that are found in professional kitchens.

Certifications: ServSafe – Food Handler

### Articulation Agreements

Central Maine Community College – 3 Credits  
Eastern Maine Community College – 3 Credits  
Kennebec Valley Community College - 3 Credits  
Southern Maine Community College – 3 Credits  
York County Community College – 3 Credits  
Washington County Community College – 3 Credits

### Concurrent Enrollment

Southern Maine Community College - 3 Credits

Examples of Career Possibilities: Pastry Chef, Baker, Cake Designer, Caterer, Food Sales, Restaurant Management

## **CTE Exploratory** (located at CHRHS, MVHS, and OHS)

Grade 9-12

- Get an introduction to a variety of career clusters
- Learn to safely use a variety of technology, equipment, and tools
- Utilize the shop/lab space at Mid-Coast

CTE Exploratory is a hands-on, project-based program that helps students develop specific academic, career, interpersonal and technical skills. Students experience parts of full Mid-Coast programs through projects using engineering, small engines, welding, carpentry skills, etc. The program enables students to explore a wide variety of career and occupational areas. Upon successfully completing the program, students can choose another program as a sophomore, junior or senior. This is a 2 credit (half-day) program offered on the partner school campuses.

## **Carpentry I & II**

Grades 10-12

- Learn to safely operate hand and power tools
- Partake in the build of an 8 x 12 shed from frame to finish
- Engage in projects within the community
- Learn how to build cabinets and furniture

This two-year program is designed to introduce students to the fundamentals of carpentry, and the skills necessary to be successful in the industry. During their first year, students will progress from learning basic safety, and tape measure proficiency all the way to the completion of an 8 x 12 shed. During this process, they will perform tasks such as floor, wall, and roof framing, window and door installation, roofing, and exterior and interior trim. During their second year, students will build on the skills they have learned in their first year. They will explore the design process through designing and building projects of their own creation. They will also be introduced to cabinet and furniture making. And finally, they will engage in community projects. Throughout both years one and two, students will be encouraged to explore the opportunities that exist for them within the trades in Mid-Coast Maine as well as to use the resources available to them to create a path that best suits their talents and interests.

Certifications: 10 hour and 30-hour OSHA card, NCCER Certification and National Registry

Articulation Agreements: Eastern Maine Community College – 3 Credits

Examples of Career Possibilities: General Contractor, Sub-Contractor, Carpenter, Cabinet Maker, Hardware Sales, Architect, Draftsman, Woodworker

## **Culinary Arts**

Grades 10-12

- Prepare and serve food to the public in our Osprey Nest Café
- Create your own menu concepts and recipes
- Compete with fellow students in classroom culinary competitions
- Discover and prepare foods from around the world

The Culinary Arts program is designed to prepare those students who wish to enter the competitive field of professional cooking. The course is aligned with the American Culinary Federation standards. The emphasis of the

curriculum is classical culinary technique and vocabulary, business and industry standards and trends, and creative development. The culinary lab for the class is a large commercial kitchen that is licensed and approved by the State of Maine. The students work with all the same equipment and organizational tools that are found in professional kitchens. The national Servsafe Food handler exam is given in the first quarter of the program as a nationally recognized standard of food safety. Upon passing the Servsafe exam the student will receive a certificate of completion that is good for five years that qualifies them as a safe food handler.

Certifications: ServSafe: Food Handler

#### Articulation Agreements

Central Maine Community College – 3 Credits  
Eastern Maine Community College – 3 Credits  
Kennebec Valley Community College - 3 Credits  
Southern Maine Community College – 3 Credits  
York County Community College – 3 Credits  
Washington County Community College – 3 Credits

#### Concurrent Enrollment

Southern Maine Community College - 3 Credits  
Eastern Maine Community College – 3 Credits

Examples of Career Possibilities: Executive Chef, Banquet Chef, Food Sales, Restaurant Management, Restaurant Owner, Cafeteria Management, Caterer

### Composites Manufacturing

Grades 10-12

- Learn to use composite materials (examples: Fiberglass, Kevlar, and Carbon Fiber)
- Design, repair and fabricate student projects
- Practice a variety of construction methods including building a mold from a plug, hand lay up, using core materials, vacuum bagging and vacuum infusion
- Gain valuable knowledge and skills to enter a growing industry

This one-year program is designed to expose students to one of the fastest growing industries in the world. From skis and snowboards to airplanes and boats, composites manufacturing plays an essential role in all major industries. Students will gain a strong understanding of composite materials, shop safety, project design, and fabrication techniques. Potential projects include: small watercraft, skis, snowboards, and skateboards.

Examples of Career Possibilities: Composites Technician, Composites Engineer, Mechanical Engineer, Aerospace Engineer, Aerospace Composite Technician

### Design/Technology

Grade 10-12

- Design and create laser engraved products, t-shirts, and vinyl wraps.
- Film 4K movies in a professional film studio.
- Learn how to program games and websites.
- Learn industry-grade software such as: Adobe Suite, Cinema 4D, Unity Engine.

In today's world, we experience digital media every single day; movies, photography, websites, apps, logos, t-shirts, the list goes on and on. Furthermore, every business depends on these mediums to market their brand. In Design/Technology students develop the skills to become the creators of this media in one of three areas: Graphic Design, Film/Video Production, or Interactive Media. Over the 2-year program, students will work on a spectrum of real-world projects giving them the clarity to pursue a career and the portfolio needed to make it happen.

Concurrent Enrollment: Southern Maine Community College - 15 Credits

Examples of Career Possibilities: Graphic Artist, Video Game Designer, Animator, Producer, Video Producer, Audio Technician, Set Designer, Lighting Technician, Web Designer

### EMT

Grades 11 -12

- Learn to become a first responder in emergency situations
- Earn a national recognized credential and 5 ½ college credits
- Excellent start to a career in any medical field

The one-year, Emergency Medical Technician (EMT) program studies the human body and prepares students to help people who are sick or injured. As a part of the course, the student will spend time riding with ambulance services and working in emergency rooms in the area, assisting with patient care. Emergency care skills are practiced in the classroom. This program is a great start for anyone thinking about going into the medical field. ***Prerequisites: students must be 16 years of age by October 1.***

Certifications: EMT-B License

Examples of Career Possibilities: Emergency Medical Technician, Registered Nurse, Paramedic, Life Flight Paramedic, Flight Nurse, Fire Fighter

### Firefighting

Grades 11-12

- Fight propane, car, and structural fires
- Become an active member of the firefighting community



- Earn state certifications recognized in 34 states
- Gain income as a volunteer firefighter (stipends are paid by the majority of Mid-Coast towns)

The one-year firefighting program teaches basic firefighting skills used in fire service. As a part of the program students will extinguish vehicle, propane and structure fires. Students will learn skills using firefighting tools, safety procedures, etc. The program prepares students for a career in public safety or to work in the community as a volunteer. Interested applicants should be aware that this program requires a commitment outside the regular school day for training (some evenings & weekends). ***Prerequisites: Students need to be 16 years of age by October 1.***

**Certifications:** State of Maine Fire Fighting Certification - Firefighter 1 & 2

**Examples of Career Possibilities:** Fire Fighter, Emergency Medical Technician, Nurse, Paramedic, Police Officer, Military

### **Machine Tool**

Grades 10-12

- Learn to shape and form metal using machines
- Use manual and computerized lathes and mills
- Design and machine school and student projects (Past Student Projects: Engine parts, air engines, cell-phone holders, mechanical gears...)

The two-year Machine Tool program is designed to teach students how to use and make parts. Students discover that a Machine Shop is the heart of modern manufacturing. They will learn how to use tools and machines to shape, create and form metal into functioning pieces of machinery and tools. The course prepares students for post-secondary education or to directly enter the workforce.

**Concurrent Enrollment** Central Maine Community College 2 Credits, Southern Maine Community College 5 Credits

**Examples of Career Possibilities:** Machinist, CNC Programmer, Gunsmith, Mechanical Engineer, Marine Engineer, Artist, Tool and Die Maker

### **Marine Technology**

Grades 10-12

- Introduction to boat handling and safety
- Internal Combustion Engine Theory and Outboard Engine Maintenance and Troubleshooting
- Marine Electrical System Installation

The one-year Marine Technology program prepares students for a successful career in the marine industry. The program focuses on providing the basics in maintenance and repair of marine vessels. Areas of focus are boat handling and safety, engine maintenance, drive systems for inboard and outboard engines, electrical and plumbing systems, electronics installation, and working with marine materials (wood, metal, and composites).

**Examples of Career Possibilities:** Boat Builder, Fisherman, Marine Repair Technician, Marine Sales, Laminator, Marine Engineer, Artist

### **Medical Occupations - Certified Nursing Assistant**

Grades 11-12

- Apply nursing techniques in the hospital and rehab settings
- Earn a national certification to gain immediate employment
- Excellent starting point for a future in all medical fields

This one-year Certified Nursing Assistant course is a one-year program, which upon completion enables the student to sit for Maine CNA certification. The class consists of two-to-three days of academic study and two-to-three days of clinical practice in local nursing facilities. Upon completion of the program and placement on the Maine State Certified Nursing Assistant Registry, the student will be able to work in a variety of health care settings. The CNA course also offers a solid foundation for further education in the healthcare field. Students with successful completion of the Medical Science program will be given preference. Students in this program cannot take an academic.

***Prerequisite: Students must be 17 years of age before May of the school year in which the class is taken.***

**Certification:** Maine State CNA Certificate

**Examples of Career Possibilities:** Certified Nursing Assistant (CNA), Registered Nurse (RN), Nurse Practitioner, Midwife, Doctor

### **Medical Occupations - Medical Science**

Grades 10-12

- Learn anatomy and physiology and medical terminology directly related to medical professions
- Explore medical careers and regional medical facilities
- Course taught by a Registered Nurse with 40 years of experience

The one-year Medical Science for Health Occupations course is designed for students who are interested in pursuing a career in the healthcare field. The course integrates anatomy and physiology and advanced biology and explores the role of ethics. This “hands on” applied course consists of skills lab, career exploration, medical field projects and integrated research projects. This program prepares students for careers or post-secondary programs related to the

healthcare field. Students in this program cannot take an academic. ***Prerequisite: Must have successfully completed Biology.***

Articulation Agreements: Southern Maine Community College 3 Credits, Beal College 6 Credits

Concurrent Enrollment: Central Maine Community College 3 Credits

Examples of Career Possibilities: Physician, Physician Assistant, Physical Therapist, Occupational Therapist, Registered Nurse, Nurse Practitioner, Paramedic, Medical Assistant, Radiologist

### **Outdoor Leadership I & II**

Grades 11-12

- Learn a variety of outdoor skills
- Earn multiple industry credentials
- Develop leadership capabilities

The 2-year Outdoor Leadership program will provide the basic training and skills necessary to students that are interested in pursuing postsecondary education and/or employment in the many professions that relate to the outdoors. Additionally, graduates will gain the skills and confidence they need to pursue leadership positions in any industry. Students will be challenged physically, mentally, and academically while developing their potential for leadership, teamwork, and service using the outdoor world as their classroom. Students in this program cannot take an academic.

Year 1 - Course topics may include: Basic Outdoor Skills, Canoe and SUP, Winter Camping, Snowshoeing/ X-Country Skiing, Trail Building, Basic Survival, Leave No Trace Ethics, Fly Fishing, Team Building and Leadership, Map and Compass, Boater's Safety, Outdoor Cooking, and Naturalist Studies.

Year 2 - Course topics may include: Sea Kayak, Ocean Navigation, Advanced Canoeing, Rock Climbing, Search and Rescue, Mapping/Surveying/GIS, Teaching and Service, Conflict Resolution, Expedition Planning, Sailing, and Lifeguarding.

Possible Certifications: Registered Maine Guide, Wilderness First Aid, Advanced Wilderness First Aid, Leave No Trace Trainer, Basic Search & Rescue, Lifeguard, Mid-Coast Nature Steward, Maine Boating Safety

Concurrent Enrollment: Washington County Community College 9.5 Credits

Examples of Career Possibilities – Adventure Educator, Recreational Guide, Field Scientist, Park Ranger, Forester, Marine Patrol, Game Warden, Military, Search & Rescue, AmeriCorps Member, Teacher, and Camp Counselor, among others.

### **Pre-Engineering**

Grades 10-12

- Learn to think differently about the world around you.
- Begin to see solutions and opportunities where others see problems.
- Use a proven design workflow to move from rough idea to functional prototype to final build.
- Create working prototypes from laser cut and 3-D printed parts and a myriad of materials.
- Explore Arduino circuits, robotics, and CNC machine techniques.

Pre-Engineering introduces students to the language and methods used by engineers in industry. This course develops understanding of several disciplines of engineering (mechanical, electrical, and others) and allows students to experience projects that draw from several of these disciplines. Through a series of independent, partner and group projects, pre-engineering students will learn how to work as a research and development team to research, prototype and test solutions to real life problems. Students will also learn about the physical science and mathematical models engineers use to describe and explain interactions we see in our daily lives. Students may also have the opportunity to visit companies, colleges and universities to see first-hand how technology is advancing in the state. Pre-engineering is a challenging course, designed to prepare students to think critically about the world, and what we need to do to move forward into the future.

Examples of Career Possibilities: Civil Engineer, Architect, Drafting and Design Engineer, Mechanical Engineer, Geological Engineer, Aerospace Engineer, Automotive Engineer, CNC Programmer

### **Small Engines and Compact Diesel Technology I & II**

Grades 10-12

- Learn operation fundamentals, service, diagnosis, and repair of gas and diesel engines.
- Work on lawnmowers, snowmobiles, four wheelers, dirt bikes, chainsaws, and compact diesel engines.
- Work on student, school, and community projects.

This program offers students the basics that an entry-level technician needs to gain employment, along with a solid foundation required to turn a job into a career. The mark of a skilled technician is the ability to diagnose mechanical, fuel, and electrical problems, and to make repairs in a minimal amount of time. This requires problem-solving abilities along with a thorough knowledge of the use of shop manuals. Students work on outdoor power equipment such as lawn mowers, trimmers and riding tractors as well as powersports vehicles like ATV's, snowmobiles, and motorcycles. Outboard marine engines are part of the program as well. Due to the increasing complexity of small engines in general, most employers prefer to hire technicians who graduate from formal training programs. This course of study provides a beginning to the formal training process.

Certifications: EETC Certificates – Equipment and Engine Training Council

Articulation Agreements: Eastern Maine Community College 3 Credits

Concurrent Enrollment: Washington County Community College 3 Credits

Examples of Career Possibilities: Small Engine Technician, Diesel Technician, Automotive Technician, Power sports Technician, Sales, Own/Operate Small Business

### **Welding/Fabrication I & II**

Grade 10-12

- Learn how to weld with Stick, MIG, TIG, and Flux Core
- Design and Fabricate custom projects
- Learn how to program and use a robotic welder and PlasmaCam

This two-year program provides a foundation in welding safety and conventional stick welding required for entry-level metal fabrication. Additional industrial welding skills are covered as well. Also included are skills for cutting metal using a variety of methods and machines. First year students learn the skills needed for two types of welding. Second year students expand on their welding knowledge and skills with three additional welding processes. In addition, second year students who have shown significant progress with the welding process will be able to work with the industrial welding robot.

Certifications: Certified Welder AWS (American Welding Society)

Examples of Career Possibilities: TIG/MIG Welder, Stick Welder, Fabricator, Engineering Technician, Manufacturer, Welding Supervisor, Underwater Welder, Mechanical Engineer, Welding Inspector

## **Academic Courses**

### **English**

**Technical Communications I and II** are courses that prepare students to enter the workforce and experience the types of communications they may need for employment. Students learn about written communication (resumes, cover letters, memos, email, reports and presentations) as well as verbal and non-verbal communication. The class relies heavily upon computer use. Class assignments are frequently based on topics from trade areas.

**Technical Writing (KVCC ENG 108)** is a concurrent enrollment course in conjunction with KVCC that challenges students to solve problems, especially problems related to agriculture, using words and images. The course stresses both the writing process and the writing situation consisting of purpose, audience, and context. By learning to assess user needs, students develop critical thinking skills and use these skills to guide the writing process in a variety of communication forms. Students learn to gather and select information and to choose organizing and formatting strategies that result in clear written documents.

Concurrent Enrollment: Kennebec Valley Community College - 3 Credits

### **Math**

**Algebra II and Geometry** are courses offered at MCST to facilitate the understanding of math topics in work related fields. Real world problems and labs, as well as lectures and experiments, teach students the skills and hands-on applications of these topics.

**Technical Math (KVCC MAT 114)** is a concurrent enrollment course in conjunction with KVCC that will provide students with the concepts, principles, and problem-solving techniques and skills needed in diverse occupational fields. Interactive techniques will be used which emphasize an understanding of the topics followed by applications of math concepts using problem-solving computations. Topics covered include the number system, percents, charts, tables and graphs, algebraic operations, simple equations, ratio and proportions, fundamentals of plane geometry, angular measure, triangles, area and volume calculations of various geometric shapes, and an introduction to right angle trigonometry.

Concurrent Enrollment: Kennebec Valley Community College - 3 Credits

### **Social Studies**

MCST offers courses in social studies that are designed for students to understand their world. **US History I** is designed to help students understand the beginnings of our American nation through the Civil War period. **US History II** covers the post-Civil War period to the present. **American Government** focuses on federal, state, and local government. **Economics** provides knowledge of economic principles and the impact on everyday life. Students learn by using videos, projects, worksheets, etc. Literary selections and *Current Events*, a magazine, are a basic part of each course.

