

# *Camden Hills Regional High School*



*2024-2025  
Course Guide*



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## **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 I, Geometry, Algebra II
- 3 credits in Science inclusive of:
  - 1 Earth/Space Science
  - 1 Life Science
  - 1 Physical Science
- .5 credit in Health
- 1 credit in Physical Education
- 1 credit in Visual & Performing Arts
- 1 credit in Applied Academics
- 1 equivalent credit from Applied Academics and/or Visual & Performing Arts

Students must also demonstrate basic proficiency in personal finance.

## PROGRAM OF STUDIES AND SUBJECT SELECTION INFORMATION

This Course Guide has been prepared to acquaint students and parents with CHRHS subject offerings and 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 which are determined by the number and duration of class meetings: .5 credit for a semester course, 1 credit for a year-long course, and 1.5 credits for select yearlong AP 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 which is the primary method of reporting a student's high school history to employers, the military, or postsecondary educational institutions upon leaving high school.

## DEFINITION OF TERMS AND COURSE LEVELS

The following are terms frequently used in this guide:

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

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

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

**Required subjects:** subjects necessary for graduation from high school

**Dual Enrollment:** students enroll in two institutions at the same time (i.e. Explore EC online college courses and CHRHS)

**Concurrent Enrollment:** students enroll in a course at CHRHS which also earns them college credit

Some courses offer different levels of difficulty. When alternatives exist, the following descriptions are used:

College Preparatory (CP)      Honors (H)      Advanced Placement (AP)

## PLANNING FOR A FOUR-YEAR COLLEGE/UNIVERSITY

The following 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 admission.

- Four years of English courses that incorporate a variety of texts (fiction, non-fiction, essays, memoirs, journalism) and emphasize expository and analytic writing skills.
- Four years of math courses that include at least Algebra I, Geometry, and Algebra II, 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. Students planning to major in mathematics, science, or a technical or professional field that requires advanced math skills, should enroll in a pre-calculus or calculus course.
- 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 / 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.

## PLANNING FOR A COMMUNITY/TECHNICAL COLLEGE

Students planning to seek admission to a community or technical college will find that admission pre-requisites 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, 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.

## 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 program 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

- Open to all grade levels
- Student must have permission of high school counselor
- Student must have parent consent to enroll
- Student must meet academic course prerequisites

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>

## CAMDEN HILLS INTERNSHIP PROGRAM (CHIP)

An internship is a practical and effective way to connect academic experience with the professional work arena while earning Applied Academic high school credit. Internships allow students to gain valuable exposure to the workplace, provide opportunity for student skill development, and give students a competitive edge in the job search. The Camden Hills Internship Program (CHIP) has developed partnerships with a wide variety of businesses and organizations to offer an array of options for Camden Hills students -- Camden Real Estate, Lyman Morse, and Camden Hospital for Animals to name a few.

## HATCHERY APPRENTICESHIP

This year-long Apprenticeship Program offers students the opportunity to immerse themselves in the tools and resources available in the Hatchery Workshop. Though developing technical skills is integral to the experience, this program is much more than just “shop class.” It is aimed, first and foremost, at fostering a new generation of hands-on thinkers that are *action-oriented; socially and ecologically responsible; and take a community-serving approach to design work*. As the term “Apprenticeship” suggests, students regularly engage in a practice of educational reciprocity: not only *obtaining* but also *sharing* knowledge acquired through project-based activities. Projects are deeply collaborative, drawing feedback from members both inside and outside the school environment. After completing the fall’s foundational training, students pursue more independent work in the spring to further advance their skill sets in ways that are personal, meaningful, and self-actualizing.

## INTERCULTURAL PROGRAMMING - Preparing Students for Success as Global Citizens

Although there are many ways for students to become better global citizens, we believe 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. We focus on two types of experiences:

- Experiences in our school and community through which students from other countries learn about American culture.
- Experiences in other countries through which our students and staff learn about life in other cultures.

We have created several international programs in pursuit of our goal of developing global citizens. 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 locations throughout the world. Cultural exchanges are also organized by individual teachers, but in these program, students spend 12-16 days visiting an international school and living with a host family. Additionally, we offer semester study abroad opportunities in which students 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, Mark Wallace, may be reached at 207-236-7800, Ext. 3322.

## MID-COAST 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 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 2024-2025 MCST Course Offerings begins on page 48.

## 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. 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 if space and materials are available. A Home School Plan must be registered with the State Department of Education and the CSD Superintendent annually. The home school student is eligible for any extra-curricular activity if standards for participation are met.

**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.

## AP CAPSTONE

AP Capstone is a specialized 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 two special courses: AP Seminar and AP Research (you may enroll in these courses even if you do not wish to pursue the distinction of AP Capstone). Each of these courses is a full year and they must be taken in sequence. The program is designed for students to take the first of these two courses, AP Seminar, in their 10<sup>th</sup> or 11<sup>th</sup> grade year, and to take the second course, AP Research, in their 11<sup>th</sup> or 12<sup>th</sup> grade year. Students who wish to enroll in AP Research must first complete AP Seminar.

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 four 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, awarded to the student directly from the College Board, serves as formal recognition of the student's overall academic achievement.

## GIFTED AND TALENTED PROGRAM

The Gifted and Talented program at Camden Hills Regional High School is part of the district's programming to serve individuals with demonstrated exceptional abilities in intellectual, academic, and artistic areas. This program offers students opportunities for enrichment and advanced study in ways that go beyond CHRHS class offerings. Admission to G/T courses (Honors Integrated Humanities and AP Seminar) is open to all students who see themselves as needing challenge beyond the regular course offerings, though preference is given to students who are identified as G/T.

State of Maine regulations stipulate that students must be selected for participation in this high school program based on both objective test information (which could include NWEA, PSAT, and SAT data) and subjective criteria, such as recommendations from teachers and other interested adults. G/T 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.

Any CHRHS student who would like to be considered for possible admittance to G/T course work should speak with Sara Cole-Pardun, CHRHS G/T Program Coordinator, to begin the application process.

## **GIFTED AND TALENTED MULTIPLE PATHWAYS- ADVANCED LEARNING OPPORTUNITIES**

### **9<sup>th</sup> Grade G/T Options**

**English** – Honors Integrated Humanities I or other 9th grade English coursework

**Social Studies** – Honors Integrated Humanities I or other 9th grade Social Studies coursework

**Math** – Based on ability

**Science** – Honors Global Science, acceleration with permission

### **10<sup>th</sup> Grade G/T Options**

**English** – AP Seminar or other 10th grade English coursework

**Social Studies** – US History (Honors or CP)

**Math** – Based on ability

**Science** – Honors Biology or Honors Chemistry (must be in or have taken Algebra II), other 10th grade Science coursework, acceleration with permission

### **11<sup>th</sup> Grade G/T Options**

**English** – AP Language and Composition, AP Seminar (if not taken in 10th), AP Literature and Composition, AP Research (.5 Credit with prerequisite of AP Seminar), College Courses or other 11th grade English coursework

**Social Studies** – AP US History (prerequisite US History), AP Research (.5 Credit with prerequisite of AP Seminar), AP Psychology, AP Human Geography, AP African American Studies, other 11th grade Social Studies options

**Math** - Based-on ability

**Science** – AP Biology, (prerequisite: Honors Biology), AP Environmental Science, AP Physics (only if in AP or Honors Calculus or have passed), Honors Chemistry, other 11th grade Science options

### **12<sup>th</sup> Grade G/T Options**

**English** – AP Language and Composition, AP Literature, AP Research (.5 Credit with prerequisite of AP Seminar) College Courses, other 12th grade English options

**Social Studies** – AP Psychology, AP Human Geography History, other 12th grade Social Studies options

**Math** - Based-on ability

**Science** – AP Biology (prerequisite: Honors Biology), AP Environmental Science, AP Physics (must be in or have taken AP or Honors Calculus) or other 11<sup>th</sup> grade coursework

**Ongoing opportunities for all grade levels include:** World Languages (Latin, French, Spanish), Visual and Performing Arts, Technology, college courses, Independent Studies, Dual Enrollment, Travel Studies, STEM Endorsement, internships, and apprenticeships.

## **FINAL NOTES**

Ensuring that students have the widest variety of choices available to them upon graduation is a high priority of CHRHS. It is imperative that students 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.



## ENGLISH DEPARTMENT COURSE OFFERINGS

The CHRHS English curriculum is designed to ensure that all graduating seniors are well-prepared in the areas of reading, writing, speaking, and listening. To receive meaningful and appropriately challenging instruction, students can select course levels between college preparatory and honors. There is also an interdisciplinary honors humanities option in 9<sup>th</sup> grade and Advanced Placement options in grades 10, 11, and 12.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> & 12 <sup>th</sup> Grades
English 9 <i>College Prep or Honors</i> OR Honors Integrated Humanities	English 10 <i>College Prep or Honors</i> OR AP Seminar	Students must earn a total of two English credits between 11 <sup>th</sup> and 12 <sup>th</sup> grade years.

Honors and Advanced Placement Level Students in Language Arts should:

- Enjoy reading independently, have an established work ethic, and desire academic challenges.
- Expect nightly homework and more academic rigor, requiring complex thinking, challenging reading, and more polished writing.

Additional summer reading may be 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)

English Directed Study Halls are designed to provide students with direct access to an English teacher for academic 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. The 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 an average greater than 59%.

### ENGLISH GRADE 9

#### **English Grade 9 (Honors or College Prep)**

Grade 9: Yearlong Course (1 English 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 of nonfiction and fiction texts. The writing strand uses inquiry to build and present knowledge utilizing the writing process. The speaking and listening strand include collaboration, discussions, and presentations.

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

**Honors Expectations:** Honors level requires strong work habits and high-level reading and writing skills. It is critical for students who opt for the challenge of honors to be driven by the enjoyment of reading and writing for a variety of purposes and a willingness to grow through feedback. Students can expect homework due every class. Suggested NWEA RIT: 232 or higher.

#### **Honors Integrated Humanities I**

Grade 9: Yearlong Course (1 English credit & 1 Social Studies credit)

**Prerequisite:** Priority is given to students with formal G/T Identification in at least one of the following areas: General Intellectual Ability; Subject-Specific Ability in English or Math. Students who are not formally identified as Gifted/Talented are eligible to enroll in the course as space allows.

**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 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.

## ENGLISH GRADE 10

### **English Grade 10 (Honors or College Prep)**

Grade 10: Yearlong Course (1 English 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 of 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 include collaboration, discussions, and presentations.

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

**Honors Expectations:** Honors level 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 and a willingness to accept feedback for growth. Students can expect homework due every class. Suggested NWEA RIT: 240 or higher.

### **AP Seminar**

Grades 10 and 11: Yearlong Course (1 English credit)

**Prerequisite:** Students identified in Gifted/Talented are given preference

**Course Description:** In this yearlong course, students develop and strengthen analytic and inquiry skills, exploring relevant issues chosen by the student and/or teacher. Students will develop and practice skills in research, collaboration, and communication that can be applied across disciplines. 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: The College Board charges a fee for the AP exam. Financial assistance may be available in some instances.*

## ENGLISH GRADE 11 & GRADE 12 – YEARLONG COURSES

### **AP English Language & Composition**

Grades 11 and 12: Yearlong Course (1 English credit)

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

**Course Description:** AP Language and Composition is a yearlong college-level course in rhetoric: the study of verbal expression. This course runs in a seminar format which, in order to be successful, requires 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 AP 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.

*\*Please Note: College Board charges a fee for the AP exam. Financial assistance may be available.*

### **AP English Literature & Composition**

Grades 11 and 12: Yearlong Course (1 English credit)

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

**Course Description:** The yearlong 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 16th to the 21st century), students will deepen their understanding of the way 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.

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

*\*Please Note: College Board charges a fee for the AP exam. Financial assistance may be available.*

### **AP Seminar**

Grades 10-11: Yearlong Course (1 English credit)

**Prerequisite:** Successful completion of Grade 9 English

**Course Description:** In this yearlong course, students develop and strengthen analytic and inquiry skills, exploring relevant issues chosen by the student and/or teacher. Students will develop and practice skills in research, collaboration, and communication that can be applied across disciplines. 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 administered in May; it takes two hours and consists of three short-answer questions and one essay question.

*\*Please note: The College Board charges a fee for this assessment; financial assistance may be available in some instances.*

### **AP Research**

Grades 11-12: Yearlong Course (1 credit - .5 in English and .5 in other content area relating to the student's research focus)

**Prerequisite:** AP Seminar and formal Identification as Gifted and Talented in one or more of the following areas: General Intellectual Ability or 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.

**Course 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: The College Board charges a fee for this assessment; financial assistance is available in some instances.*

### **Indigenous Voices**

Grades 11 and 12: Yearlong Course (1 English credit)

**Course Description:** This course will offer students the opportunity to encounter the marginalized voices of Native peoples (with a focus on the Wabanaki peoples of Maine) and gain an appreciation for the valuable perspectives these voices have

to offer. Students will explore the concept of US settler colonialism and examine the underpinnings of US history through an alternative lens to understand that the dominant narrative is not the only one available. Through exploration of Indigenous authors and texts; critical readings of primary source texts; exposure to award-winning films; and consideration of Indigenous ways of knowing and being (including through classroom guests), students will explore topics such as sovereignty, reciprocity, language, cultural survivance, and overcoming intergenerational trauma. This course employs a non-traditional approach that is interdisciplinary, discussion-based, student-driven, experiential, community-centered, and place-conscious.

### **Writing for College**

Grades 11 and 12: Yearlong Course (1 English credit and optional college credit through the University of Maine system)

**Course Description:** This concurrent course covers various forms of narrative and expository writing techniques. The purpose of the course is to write consciously, target an audience, and successfully move the audience to connect with each student's personal outlook 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 includes a writing workshop focusing on narrative writing and a focus on the college application essay. Finally, each student will learn research techniques and craft a culminating major research paper on a topic of choice.

### **ENGLISH GRADE 11 & GRADE 12 – SEMESTER COURSES**

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

*Courses are offered based on student interest and teacher availability.*

Becoming a Writing Coach  
Chinese Studies  
Creative Writing  
Humans & the Environment  
Journalism  
Oh My! Sci-fi!  
Outdoor Lit

Philosophy  
Poetry  
Race & Identity  
Reading for Pleasure  
Speech & Debate  
Warrior Tales  
Women & Literature

### **Becoming a Writing Coach**

Grades 11 and 12: Semester Course (.5 English credit)

**Course description:** This course is open to grades 10-12 but cannot be used as a replacement for the Grade 10 required course. While reflecting on their own idiosyncratic learning styles and strategies, students engage in an in-depth study of the writing process and writing in the disciplines, study the theory and practice of effective tutoring, conduct mock coaching sessions, and work collaboratively to develop methods, strategies, and materials associated with peer coaching in the writing center. Students will learn to guide peers through writing assignments across the curriculum, explain the sometimes complicated writing process, and gain an in-depth understanding of standard English conventions while gaining awareness of their own writing, research, and thinking skills.

### **Chinese Studies**

Grades 11 and 12: Semester Course (.5 English credit)

**Course Description:** Chinese Studies is an invitation to learn about a distant and diverse culture, people, and society with whom we share our world. 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.

### **Creative Writing**

Grades 11 and 12: Semester Course (.5 English 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 is for both beginning and advanced writers, but each individual must be willing to take the plunge and write.

### **Humans & the Environment**

Grades 11 and 12: Semester Course (.5 English credit)

**Course Description:** Humans have become the dominant species on planet earth, a process which has drastically changed the quality of the natural environment we depend upon. Students will have varied opportunities to observe the local environment in order to make a stronger personal connection and to explore present-day problems alongside emerging solutions to become independent thinkers about environmental issues. Students will study published texts including children's books, poetry, non-fiction articles, and documentary films to evaluate how authors shape communication around the environment. Students will then create their own texts in response to issues they feel most passionate about.

### **Journalism**

Grades 11 and 12: Semester Course (.5 English 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.

### **Oh My! Sci-Fi!**

Grades 11 and 12: Semester Course (.5 English 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 hard and soft 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 and films covering an array of science fiction concepts 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.

### **Outdoor Literature**

Grades 11 and 12: Semester Course (.5 English credit)

**Course Description:** Students will read literature with the themes of adversity and resilience through the lens of outdoor adventure. The students will read both fiction and non-fiction; poetry will be incorporated if driven by student interest. Elements of this course will have us work in collaboration with the Hatchery Workshop, an ecologically responsive design+build space within our high school. Topics to be covered: wilderness survival, adventure, preservation/conservation, and stewardship. When possible, outside speakers will join the class to share their expertise as it relates to the topics and the role of literacy in those endeavors. *\* Please Note: Approximately 30% of the course time will be spent outdoors, so students should be prepared to participate fully in this aspect of the course.*

### **Philosophy**

Grades 11 and 12: Semester Course (.5 English credit)

**Course Description:** How do you know the world you are experiencing right now is real? Do you have freewill? 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. 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.

### **Poetry**

Grades 11 and 12: Semester Course (.5 English 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 is how we derive meaning from poetry and the many tools poets use to express their thoughts through language.

### **Race & Identity**

Grades 11 and 12: Semester Course (.5 English 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.

### **Reading for Pleasure**

Grades 11 and 12: Semester Course (.5 English 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 exploring 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.

### **Speech & Debate**

Grades 11 and 12: Semester Course (.5 English credit)

**Course Description:** This is a performance-based course in which students will develop interpersonal communication skills with the goal of developing their own unique presentational style. Class time will be spent practicing interviewing techniques, preparing and delivering pre-written or impromptu speeches, listening to and providing feedback on peer presentations, learning the debate process, researching controversial issues, and participating in reasoned and civil debates. Students must be willing to speak on various topics in front of the class on a regular, ongoing basis. Evaluations will be by the instructor, the listening audience (peers), and by self-evaluation (digital recordings). This is the perfect course for students to build their public speaking skills in a safe, comfortable environment.

### **Warrior Tales**

Grades 11 and 12: Semester Course (.5 English 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. *\*Please Note: Students who enroll in Warrior Tales must be able to handle the honest portrayals of armed conflict, including graphic language and violent images.*

### **Women & Literature**

Grades 11 and 12: Semester Course (.5 English 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*.

## MULTILINGUAL LEARNERS

The Multilingual Learner program at CHRHS provides instruction and support in English Language Development, Academic English, U.S. culture, and learning strategies. Once identified as a multilingual 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 (ELD) courses are required of students who are identified as multilingual learners by state and federal guidelines. ELD courses are customized to meet the needs of each individual student. There are three levels of ELD: Beginning, Intermediate, and Advanced. Upon successful completion of a yearlong ELD course, **students earn one general elective credit. (This does not count as a graduation requirement.)**

#### ELD Beginner

Grades 9-12: Yearlong Course

**Prerequisite:** Students identified as having limited English proficiency

**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.

#### ELD Intermediate

Grades 9-12: Yearlong Course

**Prerequisite:** Level 2.5 English proficiency

**Course Description:** This course focuses on expanding the student's 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 to meet graduation requirements.

#### ELD Advanced

Grades 9-12: Yearlong Course (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.

## SOCIAL STUDIES COURSE OFFERINGS

Students need 3 credits in Social Studies to graduate, two of which must be World History and US History. Students must earn a total of 1 credit during their junior and senior by enrolling in at least 2 semester long courses or 1 yearlong course.

9th grade – 1 credit	World History: World Societies from Pre-Modern Era to the Present (CP or Honors)	
10th grade – 1 credit	US History: Origins-Modern Day (CP or honors)	
11th & 12th grade – 1 credit	Seminar Curricula - .5 Credit, students must take two	
SEMINAR COURSES – SEMESTER (.5 credit)		
Active Citizenship in the 21 <sup>st</sup> Century	Global Studies Seminar	Introduction to Psychology
With Liberty & Justice for All?	Media Literacy	Maine: Exploring Maine’s Past & Our Present
Behavioral Economics	Economics for Everyone	
ADVANCED PLACEMENT COURSES – YEARLONG (1 credit)		
AP US History	AP Human Geography	AP Psychology
	AP African American History	

All students must take World History and United States History. Students may choose to take these courses at the college prep or honors level, the difference is the pace of the curriculum delivered. Honors level courses contain more reading, writing, consistent homework, and a summer reading book may be assigned. College preparatory will have homework as needed. *\*Please 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: World Societies from the Premodern Era to the Present**

Grade 9: Yearlong Course (1 credit)

**Course Description:** This course begins by focusing on the development of complex societies in the Premodern Era. We begin with an investigation of what makes a complex society and apply that learning across regions of the world, including 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. Next, we focus on the Industrial Revolution and the various economic theories that emerged as a result. We then turn 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 are incorporated into the class. Students will be expected to complete both short-and long-term assignments out of class.

### **United States History: Origins – Modern Day**

Grade 10: Yearlong Course (1 credit)

**Course Description:** 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. 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 at the Honors level.

## **SEMESTER SEMINAR COURSES - GRADES 11 & 12**

### **Maine: How Our Past Informs Our Present**

Grades 11 and 12: Semester Course (.5 credit)

**Course Description:** 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**

Grades 11 and 12: Semester Course (.5 credit)

**Course Description:** 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**

Grades 11 and 12: Semester Course (.5 credit)

**Course Description:** U.S. Civics and Government is a semester long 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**

Grades 11 and 12: Semester Course (.5 credit)

**Course Description:** 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**

Grades 11 and 12: Semester Course (.5 credit)

**Course Description:** 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 shape the context around community decision-making as well. In their future pursuits, students will inevitably encounter situations in which 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**

Grades 11 and 12: Semester Course (.5 credit)

**Course Description:** 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.

### **With Liberty and Justice for All?**

Grades 11 and 12: Semester Course (.5 credit)

**Course Description:** 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 offers 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**

Grades 11 and 12: Semester Course (.5 credit)

**Course Description:** 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

## **ADVANCED PLACEMENT COURSES - GRADES 11 & 12**

AP courses below are intended for junior and senior students looking for a rigorous college-style classroom experience. Students should expect substantial independent work outside of the classroom with hard deadlines. The intention of the class is to be prepared for the national Advanced Placement exam in May. Students should expect class assessments to reflect the procedures followed by their respective national test.

### **AP United States History**

Grades 11 and 12: Yearlong Course (1 credit)

**Prerequisites:** Successful completion of World History and U.S. History. Strong writing skills as well as skills interpreting primary documents are necessary for this course. Summer work 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.

*\* Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

### **AP Human Geography**

Grades 11 and 12: Yearlong Course (1 credit)

**Prerequisites:** 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. Summer work 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. *\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

### **AP Psychology**

Grades 11 and 12: Yearlong Course (1 credit)

**Prerequisites:** None

**Course Description:** 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 is an AP Psychology exam offered near the end of the school year.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

### **AP African American History**

Grades 11 and 12: Yearlong Course (1 credit)

**Prerequisites:** Successful completion of World History and U.S. History. Strong writing skills as well as skills interpreting primary documents are necessary for this course. Summer work may be assigned.

**Course Description:** AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

## WORLD LANGUAGES COURSE OFFERINGS

The World Language Department offers sequential programs in French, Latin, and Spanish. Students who begin studying a world language in middle school will be placed in the appropriate level based on teacher recommendation and/or placement exam. French and Spanish Advanced Placement (AP) level course work is offered for students who have successfully completed French IV or Spanish V. All course offerings are subject to enrollment request and available staff.

### FRENCH

#### French I

Grades 9-12: Yearlong Course (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 a beginner level course designed for students who have had no prior knowledge of French and little or no experience in any other world language. This is an introductory course with emphasis on the development of listening comprehension, speaking, reading, and writing skills. Students are exposed to the multicultural nature of the Francophone (French-speaking) world through the use of music, videos, and authentic materials. An array of teaching methods is used, including Comprehensible Input (CI). Topics covered include greeting and leave taking, talking about oneself, personal preferences, family and friends, descriptions of people, places and events, the weather, food and drink, and shopping.

**Expectations:** Students should come to class every day prepared to learn actively and participate. Everyday participation in class has the following benefits: maximum exposure to and participation in the language; personal growth, skill, and confidence in a second language; developed communication and literacy skills; diversity awareness and a multicultural perspective.

#### French II

Grades 9-12: Yearlong Course (1 credit)

**Prerequisite:** French I

**Course Description:** French II is a continuation of level I. An array of teaching methods is used, including Comprehensible Input (CI). The course uses music, videos, and authentic materials allowing students to increase their awareness of the multicultural nature of the Francophone (French-speaking) world. The everyday classroom routine is conducted as much as possible in French. French II students become more familiar with a wider variety of vocabulary and become more comfortable communicating in both the future and past tenses. There is an emphasis in this course on listening comprehension - speaking, reading and writing, and music, videos - and authentic materials are incorporated into each unit.

**Expectations:** Students should come to class everyday prepared to learn actively and participate. Everyday participation in class has the following benefits: maximum exposure to and participation in the language; personal growth, skill, and confidence in a second language; developed communication and literacy skills; diversity awareness and a multicultural perspective.

#### French III

Grades 10-12: Yearlong Course (1 credit)

**Prerequisite:** French II

**Course Description:** French III is a continuation of the skills developed in French I and II. An array of teaching methods is used, including Comprehensible Input (CI). The everyday classroom routine is conducted in French as much as possible. Listening comprehension, speaking, reading, and writing are emphasized in this course through the use of music, videos, readings, and authentic materials. Students are exposed to a variety of viewpoints in each unit to further develop their awareness of the multicultural nature of the Francophone (French-speaking) world. Topics covered include clothing, shopping practices throughout the Francophone World, art, the environment, and health and fitness.

**Expectations:** Students should come to class every day prepared to learn actively and participate. Everyday participation in class has the following benefits: maximum exposure to and participation in the language; personal growth, skill and confidence in a second language; developed communication and literacy skills; diversity awareness and a multicultural perspective.

#### French IV

Grades 11 and 12: Yearlong Course (1 credit)

**Prerequisite:** French III

**Course Description:** French IV is a pre-AP class in which students begin to explore the six AP themes through a variety of

units and readings designed to introduce students to key vocabulary and topics. There is a stronger emphasis on listening comprehension, speaking, reading, and writing in the target language. Class is almost entirely conducted in French. Music, videos, literature, and authentic materials are woven into each unit as students complete a variety of tasks. Students will show an awareness of, and sensitivity to, the cultures related to the French language via the ability to describe and compare across cultures and participate in cultural activities.

**Expectations:** Students should come to class every day prepared to learn actively and participate. There is a higher expectation of target language use in class. The reading level increases in difficulty as students make the transition from reading selections to novels.

### **AP French Language and Culture (French V)**

Grade 12: Yearlong Course (1 credit)

**Prerequisite:** French IV or V

**Course Description:** This AP French Language and Culture course is conducted entirely in French while integrating authentic materials into each unit. Students will further explore the six AP themes that were introduced in French IV: Global Challenges, Science and Technology, Contemporary Life, Personal and Public identities, Families and Communities, and Beauty and Aesthetics. In each unit, students will:

- Use near-native pronunciation and intonation patterns as they continue to develop their communicative competence.
- Complete a variety of tasks, from expressing, defending, and debating opinions with clarity and fluency, asking and answering questions, demonstrating inference and analyzing abstract topics, sequencing events, reading and interpreting meaning from a variety of authentic sources, to communicating orally with French speakers.
- Compose written work to describe, narrate, convey, and report information on a variety of situations, regarding a variety of topics in a variety of formats, including, but not limited to emails, blogs, articles, letters, journals, reports, and interviews.
- Show an awareness of, and sensitivity to, the cultures related to the French language via the ability to describe and compare across cultures and participate in cultural activities.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

## **SPANISH**

### **Spanish Novice A (formerly Spanish I)**

Grades 9-12: Yearlong Course (1 credit)

**Prerequisite:** None

**Course Description:** This course is the foundation Spanish class offered at the high school. It is an introduction to the Spanish language and four Spanish-speaking countries of focus: Mexico, Puerto Rico, Guatemala, and Peru. Students have the opportunity to work and develop their Spanish reading, listening, writing, and speaking skills throughout the year, as well as to learn certain geographical and cultural information about each country of study. The proficiency goal at the end of this course is Novice Mid. Students can use a limited number of common repetitive words/phrases with support to provide basic information about themselves and their friends and family.

### **Spanish Novice B (formerly Spanish II)**

Grades 9-12: Yearlong Course (1 credit)

**Prerequisite:** Spanish Novice A (Formerly Spanish I)

**Course Description:** This course is a continuation of Spanish Novice A. Students have the opportunity to continue to develop their Spanish reading, listening, writing, and speaking skills, as well as to learn geographical and cultural information about each country of study. The Spanish-speaking countries of focus in this level are: Spain, United States, Argentina, and Chile. Students will become more familiar with a wider variety of vocabulary and become more comfortable communicating in the present tense. The proficiency goal at the end of this course is Novice High. Students can use phrases and short, simple sentences to provide basic information, and are beginning to combine words/phrases to create original sentences.

### **Spanish Intermediate A (formerly Spanish III)**

Grades 9-12: Yearlong Course (1 credit)

**Prerequisite:** Spanish Novice B (formerly Spanish II)

**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. 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. The Spanish-speaking countries of focus in this level are: Central America, The Antilles, The Central Andes, and North America. 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 present, past, future, and conditional tenses. The proficiency goal at the end of this course is Intermediate low. Students can string together simple sentences to express their thoughts and combine words/phrases to create and extend original sentences.

#### **Spanish Intermediate B (formerly Spanish IV)**

Grades 10-12: Yearlong Course (1 credit)

**Prerequisite:** Spanish Intermediate A (formerly Spanish III)

**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 students to share information on events and experiences in various timeframes. 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 timeframes. 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 timeframes. The Spanish-speaking countries of focus in this level are: Spain, The Continental Caribbean, Rio de la Plata region, and the Pan-American Highway. The proficiency goal at the end of this course is Intermediate Mid. Students can string together sentences to describe, explain, and combine simple sentences using connector words to create original sentences.

#### **Spanish Intermediate C (formerly Spanish V)**

Grades 11-12: Yearlong Course (1 credit)

**Prerequisite:** Spanish Intermediate B (formerly Spanish IV)

**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 High: Students consistently use words/expressions from a wide range of topics and consistently elaborate with detail as they narrate, describe, and explain things.

#### **AP Spanish Language and Culture**

Grades 11-12: Yearlong Course (1 credit)

**Prerequisite:** Spanish Intermediate C

**Course Description:** 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 Exam in May. 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.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

## LATIN

### Latin I

Grades 9-12: Yearlong Course (1 credit)

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

**Course Description:** In this course students 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 students quickly tackle Latin texts as well as improve their English vocabulary, reading and writing skills. Latin students will have the opportunity to attend extra-curricular Latin activities and competitions like state Latin conventions.

### Latin, Latin Everywhere

Grades 9-12: Yearlong Course (1 credit)

**Course Description:** How has ancient Roman culture impacted contemporary life? What influences from Roman literature, architecture, and art can we notice in our daily life? This course will serve as an introduction to the history, literature, institutions, and culture of ancient Rome. Roman culture was not monolithic so attention will be paid to Rome from its founding to the 2<sup>nd</sup> century CE. We will look especially at Roman literature and art to discover how Romans created a collective identity. The course will focus especially on identifying cultural connections between ancient Roman society and contemporary cultures with an emphasis on how Latin shaped the English language.

### Latin II

Grades 9-12: Yearlong Courses (1 credit)

**Course Description:** In Latin II students will continue their study of Latin language and culture. Students will learn important grammatical concepts like participles, the passive voice, and the subjunctive mood. Students will continue to improve their English vocabulary with derivatives. In Latin II, the class will 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, students will be ready to read Virgil, Ovid, Catullus, Cicero and Caesar.

### Latin III/IV Prose Writers

Grades 10-12: Yearlong Course (1 credit)

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

**Course Description:** Latin III/IV Prose Writers will read authentic Latin texts by the authors Caesar, Cicero, and Suetonius. 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 students will continue their study of Latin vocabulary and English derivatives. The class will also do a comprehensive review of all grammar.

### Latin III/IV Poetry Writers

Grades 10-12: Yearlong Course (1 credit)

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

**Course Description:** Latin III/IV Poetry Writers will read authentic Latin texts by the authors Vergil, Ovid, and Catullus. 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 students will continue their study of Latin vocabulary and English derivatives. The class will also do a comprehensive review of all grammar.

### AP Latin

**Prerequisite:** Latin III or Latin IV (1 credit)

**Course Description:** During the first semester students will read, translate, analyze, and interpret poems of Catullus. During the second semester students will concentrate on the speech Pro Caelio by Cicero. The students will continue to learn vocabulary and derivatives, literary and rhetorical devices, scansion of poetry, Roman history and culture, as well as learning about some of the most famous and interesting figures of Roman society in the first century B.C. There is a systematic review of all Latin grammar and forms as well as assignments in prose composition.

**Grading and Expectations:** Grading is based on homework completion, class participation, quizzes and tests, and a semester project. Students enrolling in AP Latin should be successful students who are willing and eager to continue doing significant work. There will be daily assignments. Attendance in this class is extremely important since discussions of the works being studied are crucial to the course. Students are expected to do assigned readings over the summer. Students enrolled in this course traditionally take the AP Examination in May.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

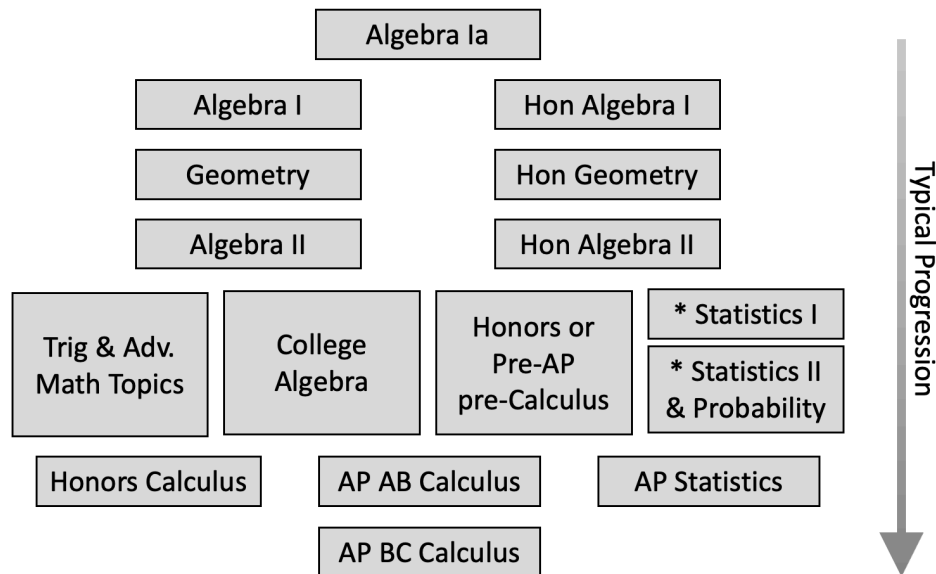


## MATHEMATICS COURSE OFFERINGS

Graduating seniors are required to earn 3 math credits and must have a math experience in each of their four years in high school.

- The completion of courses through Algebra II provides partial coverage of math graduation standards.
- The addition of Statistics and either Trig & Advanced Math Topics or Pre-Calculus covers most math graduation standards.
- If students choose to take Geometry and Algebra II concurrently, Algebra II should be at the Honors level.

Each row below indicates a math course options in sequential order.



### HONORS LEVEL MATH

Honors level math courses are 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. Students entering an Honors level course must have achieved an average of 85 or better in the previous course with teacher recommendation. Incoming 9th graders must meet the following criteria:

- 15 or more on Work Habits Rubric with a score of 4 on “Completes Assignments on Time”
- 250 RIT on NWEA for Honors Geometry, 255 RIT on NWEA for Honors Algebra 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 mathematics support. 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. The 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 an average greater than 59%.

### **Algebra IA**

Grade 9: Yearlong Course (1 credit)

**Prerequisite:** Algebra 1A is designed for students who need additional pre-Algebra preparation in order to be successful in Algebra I.

**Course Description:** This course builds on students' foundational math skills and provides a glimpse into the world of Algebra before taking Algebra I 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. Students who take Algebra IA must take Algebra I the following year.

### **Algebra I**

Grade 9: Yearlong Course (1 credit)

**Prerequisite:** Successful completion of Algebra 1A or 8<sup>th</sup> grade math.

**Course Description:** Algebra is that branch of mathematics that uses variables to represent numbers. It is the first step in a traditional math program and a prerequisite for all higher forms of mathematics and science. Algebra also develops one's ability to use logic and reasoning in problem solving. Topics covered in Algebra I include solving equations and inequalities, linear functions, and systems of linear equations. Other topics may be introduced if time allows.

### **Honors Algebra I**

Grade 9: Yearlong Course (1 credit)

**Prerequisite:** Successful completion of 8<sup>th</sup> grade math.

**Course Description:** Algebra is that branch of mathematics that uses variables to represent numbers. It is the first step in a traditional math program and a prerequisite for all higher forms of mathematics and science. Algebra also develops one's ability to use logic and reasoning in problem solving. Topics covered in Algebra I include solving equations and inequalities, linear functions, and systems of linear equations. Honors Algebra I also introduces exponents, polynomials, and quadratic equations. Other topics may be introduced if time allows.

### **Geometry**

Grades 9-12: Yearlong Course (1 credit)

**Prerequisite:** Successful completion of Algebra I

**Course Description:** Geometry is the most visual of all math courses. Spatial relationships, areas, volumes, and reasoning are used 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; polygons; coordinate geometry; and inductive and deductive reasoning. Skills learned in Algebra I will be applied throughout this course.

### **Honors Geometry**

Grades 9 and 10: Yearlong Course (1 credit)

**Prerequisite:** Successful completion of Algebra I

**Course 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; relations involving secants, tangents, and segments of circles; sine, cosine, and tangent; and coordinate Geometry (including proofs).

### **Algebra II**

Grades 9-12: Yearlong Course (1 credit)

**Prerequisites:** Successful completion of Algebra I.

**Course 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 covered include linear equations, functions, systems of equations and inequalities, and quadratics. Other topics may be introduced if time allows.

### **Honors Algebra II**

Grades 9-12: Yearlong Course (1 credit)

**Prerequisites:** Successful completion of Algebra I.

**Description:** This course builds on Algebra I topics like systems of equations and quadratics. New topics include matrices,

quadratic functions, and exponential and logarithmic functions. Other topics may be introduced if time allows.

### **Trigonometry and Advanced Math Topics**

Grades 11 and 12: Yearlong Course (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.

### **College Algebra**

Grade 12: Yearlong Course (1 credit and optional college credit through the University of Maine system)

**Prerequisite:** Successful completion of Algebra II

**Description:** College Algebra is a concurrent-enrollment (UMFK/CHRS) course designed for upper-class students who have already taken Algebra II and are interested in reviewing and improving Algebra skills. College Algebra covers algebraic concepts including linear, fractional, quadratic, and exponential equations and graphs. Also covers basic trigonometry for right triangles. This course is designed to run as a concurrent enrollment class with UMFK.

### **Honors Precalculus**

Grades 9-12: Yearlong Course (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.

### **AP Precalculus**

Grade 10 and 11: Yearlong Course (1 credit)

**Prerequisite:** Successful completion of Algebra II

**Course Description:** This accelerated and in-depth course will give the student a solid grounding in the classes of functions that form the foundations 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. The use of graphing calculators is embedded in the curriculum and students are expected to have one and use one. Instruction will be provided using the capabilities of the **TI-84 Plus CE** calculator. Other calculators consistent with the AP Exam Calculator Policy may be used. It is the student's responsibility to learn how to use their calculator.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

### **Statistics I & Probability**

Grades 11 and 12: Semester Course (.5 credit)

**Prerequisite:** Successful completion of Algebra II

**Course Description:** This semester-long course is designed to give a solid 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 and 12: Semester Course (.5 credit)

**Prerequisite:** Successful completion of Statistics I & Probability

**Description:** This 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 and research projects will be a large part of the learning.

### **AP Statistics**

Grades 11 and 12: Yearlong Course (1 credit)

**Prerequisite:** Successful completion of Pre-Calculus.

**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. The use of graphing calculators is embedded in the curriculum and students are expected to have one and use one. Instruction will be provided using the capabilities of the TI-84 Plus CE calculator. Other calculators consistent with the AP Exam Calculator Policy may be used. It is the student's responsibility to learn how to use their calculator.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

### **Honors Calculus**

Grades 11 and 12: Yearlong Course (1 credit)

**Prerequisite:** Successful completion of Pre-Calculus.

**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 Calculus AB**

Grades 10-12: Yearlong Course (1.5 credits)

**Prerequisite:** Successful completion of Pre-Calculus.

**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. Instruction will be provided using the capabilities of the **TI-84 Plus CE** calculator. Other calculators consistent with the AP Exam Calculator Policy may be used. It is the student's responsibility to learn how to use their calculator.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

### **AP Calculus BC**

Grades 11 and 12: Yearlong Course (1 credit)

**Prerequisite:** AP AB Calculus

**Description:** This course follows the Advanced Placement guidelines for continued study in Calculus. It is designed 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. Instruction will be provided using the capabilities of the **TI-84 Plus CE** calculator. Other calculators consistent with the AP Exam Calculator Policy may be used. It is the student's responsibility to learn how to use their calculator.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

## SCIENCE DEPARTMENT COURSE OFFERINGS

To graduate, every CHRHS student must earn at least one credit in each of the three science fields (Earth/Space, Life, and Physical Sciences).

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

At least three full-year science courses including two lab science credits.

**Recommended course load for students considering a career in STEM (including any field of**

**science or any health-related field) or highly competitive colleges:** Full-year science courses in all four science core subjects. Consider at least one AP science course.

**Recommended course load for students considering a career in engineering:** Full-year science courses in all four science core subjects, including either AP Physics C, AP Physics 1 OR Honors level physics. If students meet the AP Calculus co-requisite, AP Physics C is strongly recommended.

### CORE COURSES

	EARTH/SPACE SCIENCE	LIFE SCIENCE	PHYSICAL SCIENCE	
COLLEGE PREP LEVEL OPTIONS	Global Science (9 <sup>th</sup> grade option) 1 credit	Principles of Biology .5 credits	Principles of Physics .5 credits	Principles of Chemistry 0.5 credits
		Lab Biology 1 credit	Lab Physics 1 credit	Lab Chemistry 1 credit
HONORS LEVEL OPTIONS	Honors Global Science (9 <sup>th</sup> grade option) 1 credit	Honors Lab Biology 1 credit	Honors Lab Physics 1 credit	Honors Lab Chemistry 1 credit
ADVANCED PLACEMENT OPTIONS	AP Environmental Science 1.5 credits	AP Biology 1.5 credits	AP Physics 1 1.5 credits	
			AP Physics C 1.5 credits	

### ELECTIVE COURSES

Natural Science	Anatomy & Physiology
Oceanology	MCST Medical Science
Gardening & Horticulture (Spring)	MCST Principles of Engineering
Forensic Science	Sustainability in Action
Applied Engineering	Human Ecology and Our Natural Watershed

## EARTH/SPACE SCIENCE

### Global Science

Grade 9: Yearlong Course (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: Yearlong Course (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.

### AP Environmental Science

Grades 11 and 12: Yearlong Course (1.5 credits)

**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.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

## LIFE SCIENCE

### Principles of Biology

Grades 10-12: Yearlong Course (1 credit)

**Prerequisite:** Global Science

**Course Description:** This course introduces 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.

**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: Yearlong Course (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 fulfills the requirement of a “lab science credit” for students applying to 4-year colleges.

**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: Yearlong Course (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 Lab Physics or Honors Lab Chemistry (Honors Lab Biology will be taken later). Students who will take Algebra II as juniors should take Honors Lab Biology as sophomores.

**Course Description:** Honors Lab 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. This course fulfills the requirement of a “lab science credit” for students applying to 4-year colleges.

**Expectations:** Honors Lab 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.

### **AP Biology**

Grades 11 and 12: Yearlong Course (1.5 credits)

**Prerequisites:** Lab or Honors Lab Chemistry; Lab, Research or Honors Lab 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 complete 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.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

## **PHYSICAL SCIENCE**

### **Principles of Physics**

Grades 10-12: Semester Course (.5 credit)

**Prerequisite:** Global Science

**Course Description:** Principles 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 toy boat. 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 outside of class 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: Yearlong Course (1 credit)

**Preferred prerequisite:** Students must have completed Algebra I with a recommended 80% or better. It is also recommended that students have passed or be enrolled in Algebra II.

**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 outside of class, 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: Yearlong Course (1 credit)

**Prerequisite:** Algebra 2

**Course Description:** Honors Lab 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 Lab Physics or one of the AP Physics courses 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 concepts will include motion and how forces affect motion.

**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.

### **AP Physics I**

Grades 10-12: Yearlong Course (1.5 credit)

**Prerequisite:** Algebra II with a recommended 85% or better.

**Course Description:** AP Physics I or Honors Lab Physics (above) is strongly recommended 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. It is also ideal for any student wishing to challenge themselves with AP content that is less mathematically rigorous than the AP Physics C curriculum. The rigor of AP Physics 1 is similar to that of Honors Lab Physics, but this course includes slightly more content as well as engineering projects; the rigor is also approximately equivalent to that of AP Environmental Science. It is a college-level course that incorporates algebra-based mathematics and problem-solving skills, with the ultimate goal of preparing students for the AP Physics 1 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 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. Students will have the option of taking the Advanced Placement Exam in the spring.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*



### **AP Physics C: Mechanics**

Grades 10-12: Yearlong Course (1.5 credit)

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

**Course Description:** AP Physics is strongly recommended for students considering a physics or engineering major in college, as it covers physics concepts in the same way, and at the same rigor, as will be expected of them in physics and engineering courses 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.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

### **Principles of Chemistry**

Grades 10-12: Semester Course (.5 credit)

**Prerequisite:** Global Science

**Course Description:** Principles 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 are expected to manage their time to complete most of the work in class both on their own and collaboratively with others. Some work at home will be expected.

### **Lab Chemistry**

Grades 10-12: Yearlong Course (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 as 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. 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. This course fulfills the requirement of a “lab science credit” for students applying to 4-year colleges.

**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: Yearlong Course (1 credit)

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

## SCIENCE ELECTIVES

Students may enroll in science electives in addition to the courses required for graduation. Please note, some electives have prerequisites. Science electives do not fulfill the requirement of a “lab science credit” for students applying to 4-year colleges.

### **Anatomy and Physiology**

Grades 11 and 12: Semester Course (.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.

### **Applied Engineering**

Grades 11 and 12: Semester Course (.5 credit)

**Course Description:** This course will introduce the engineering design process and will allow teams of students to utilize that process as they address several real-world problems, including an engineering challenge that is posed and judged within a nationwide high competition. Addressing the real-world problems will require students to apply science, math and technology concepts in a meaningful way within their proposed solution solutions. Student groups will enter one of their solutions in a national competition; winning teams in the USA earn cash prizes and the opportunity to travel to the national competition in California!

### **Forensic Science**

Grades 11 and 12: Semester Course (.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**

Grades 9-12: Semester Course – Spring (.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.

### **Human Ecology and our Natural Watershed**

Grades 10-12: Semester Course (.5 credit)

**Course Description:** This is a STEM based elective that will focus on understanding current issues in the Megunticook and neighboring watersheds. Elements of the course will include field work, data and statistical analysis, GIS (Geographic Information Systems) integration, working with community members to identify needs and concerns of the area of study, consulting with experts in different aspects of water quality, cultural influence, and historical impacts. Students must feel comfortable interacting with a variety of people and ultimately sharing their findings with a community audience. This course will provide opportunities for possible overnight expeditions and working in a wide variety of field and classroom spaces therefore your sense of adventure, “getting your hands dirty,” and desire to learn about your community is essential.

### **Natural Science**

Grades 11 & 12: Semester Course (.5 credit)

**Prerequisite:** any level of Biology

**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 the main objective of this one semester science elective.

### **Oceanology**

Grades 11 & 12: Semester Course (.5 credit)

**Prerequisite:** any level of Biology or permission of the instructor.

**Course Description:** This is a “hands-on” lab-oriented course in which the student will study living organisms that are 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: Semester Course (.5 credit)

**Course Description:** This is an action course in which students 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, winterizing the school garden, and 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.

## APPLIED ACADEMICS COURSE OFFERINGS

The Applied Academics Department offers a research and knowledge-based curriculum that responds to, and evolves 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: Semester Course (.5 Math or AA 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: Semester Course (.5 Math or AA 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!

#### Retail Management & Entrepreneurship

Grades: 10-12: Semester Course (.5 Math or AA credit)

**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 a 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: Semester Course (.5 Math or AA credit)

**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: Semester Course (.5 AA credit)

**Course Description:** Sports Marketing? Social Marketing? Digital Marketing? Marketing includes activities that encompass the 4 P’s of the Marketing Mix: Product, Place, Price, and Promotion. 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!

## COMPUTER SCIENCE

### **Robotics**

Grades 9-12: Semester Course (.5 AA credit)

**Course Description:** Robotics provides a highly structured program moving at a fast pace through fundamental skills in simple programming and engineering, as well as autonomous and manual operation. Students will explore computer programming, electronics, sensors, and fabrication; then apply their learnings to the design, construction, and testing of different vehicles. This hands-on-minds-on class is designed to get students engaged with an engineering approach to learning.

### **Introduction to Computer Programming**

Grades 9-12: Semester Course (.5 AA credit)

**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. This will be a hands-on, project-based course.

### **Mobile Video Game Design**

Grades 9-12: Semester Course (.5 AA credit)

**Prerequisite:** Introduction to Computer Programming or Instructor Permission

**Course Description:** Students will be using programming, computational thinking, and graphic design skills to create two-dimensional mobile game applications. This course will involve every aspect of game development from the conceptualization of the game and planning of strategy to creating the user interface and graphics to learn about user interaction, animation, sound, and physics. Students will create a variety of projects over the course of the semester. Some of these will emulate popular games, others will be original.

### **Computer Science Principles**

Grades 10-12: Semester Course (.5 AA credit)

**Course Description:** Computer Science Principles gives students a comprehensive introduction to the entire field of computer science. Topics include digital data and networking, cybersecurity, data analysis, as well as basic Java programming and development. Students also explain how computing innovations and computing systems, including the internet-work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. CSP covers the first half of the College Board AP Computer Science Principles curriculum, *however*, this course is intended as the starting point for all grade levels and students with little or no previous knowledge of computer science.

### **AP Computer Science Principles**

Grades 10-12: Yearlong Course (1 AA credit)

**Course Description:** AP Computer Science Principles gives students a comprehensive introduction to the entire field of computer science. Topics include digital data and networking, cybersecurity, data analysis, as well as basic Java programming and development. Students also explain how computing innovations and computing systems-including the internet-work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. There is an AP Exam administered in May.

*\*Please Note: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

### **AP Computer Science A**

Grades 10-12: Yearlong Course (1 AA credit)

**Prerequisite:** Computer Science Principles or with permission

**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: The College Board charges a fee for the AP exam. Financial assistance is available for students who qualify.*

## DIGITAL MEDIA

### **Graphic Design: Adobe Illustrator and Adobe InDesign**

Grades: 9-12: Semester Course (.5 AA credit)

**Course Description:** Ready to unleash your artistic vibes and dive into the world where design meets tech? Imagine whipping up awesome t-shirt graphics, crafting cool logos, and bringing your ideas to life using a combo of text and images. Get in on the action by mastering the magic of Adobe Illustrator in our hands-on, project-packed course. Let's turn those creative sparks into editable and scalable vector graphics. Join us in the Digital Media lab for an academic journey where your imagination takes center stage.

### **Photoshop: An Introduction**

Grades: 9-12: Semester Course (.5 AA credit)

**Course Description:** Ready to level up your skills by diving into the world of Adobe Photoshop? Create, edit, and retouch digital images like a pro. In this hands-on, project-based course, unleash your imagination to create unique, mind-blowing images. Use your creativity to design promotions, whip up eye-catching graphics, and let your artistic prowess shine. Don't miss out on the chance to master these super marketable skills in the Digital Media Lab.

### **Intro to Digital Filmmaking: Premiere Pro**

Grades: 10-12: Semester Course (.5 AA credit)

**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: Semester Course (.5 AA credit)

**Course Description:** This course is where creativity meets coding. Unleash your skills and dive into hands-on projects that will have you crafting your own webpages and websites like a pro. Learn the basics of web development as we cover HTML, the language that gives structure; CSS, the style wizardry; and JavaScript, the interactive spark that brings your creations to life. Don't miss out on this opportunity to code, create, and share in the project-based Digital Media Lab.

### **Advanced Digital Filmmaking: Premiere Pro**

Grades: 11-12: Semester Course (.5 Visual/Performing Arts credit or .5 AA 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: Yearlong Course (1 VPA credit or 1 AA credit)

**Course Description:** See full course description in the MCST section at the end of this Course Guide

## FAMILY & CONSUMER SCIENCE

### **Creative Sewing**

Grades 9-12: Semester Course (.5 Applied Academics credit)

**Course Description:** Whether you already know how to sew or would like to learn, this course will take you from where you are now to the next level. Students will learn the 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.

### **Culinary Discoveries**

Grades: 9-12: Semester Course (.5 Applied Academics credit)

**Course Description:** Why learn to prepare food? Because it is fun, creative, and tasty! Get acquainted with the essentials of planning, cooking, and creating in the kitchen. Learn a variety of cooking methods through various projects and cooking recipes from cultures all over the world. The semester ends with our very own “Chopped” cooking competition. This introductory culinary arts course is for the student who likes food, wants to improve their cooking skills and learn more about nutrition, all while having a fun hands-on experience. \*For more in-depth culinary study, the Culinary Arts Program at MCST offers additional coursework.

### **Cooking for Community**

Grades 9-12: Semester Course (.5 Applied Academics credit)

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

**Course Description:** This culinary course will give students the opportunity to learn how to cook healthy meals to feed themselves, their families, and their community. Topics covered will be the basics of cooking (knife skills, baking 101, preparing homemade chicken stock etc.). Students will get to put their skills to use by preparing homemade meals for the AIO Food Pantry, The Landing Place, retirement communities, and other organizations in the area. This class gives students an opportunity to become actively involved in ending food insecurity in our community.

### **Introduction to Early Childhood Education**

Grades: 9-12: Semester Course (.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. Introduction to Early Childhood Education 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 to 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.

## **INDUSTRIAL TECHNOLOGY**

### **Welding**

Grades 10-12: Semester Course (.5 Applied Academics credit or VPA 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**

Grades 10-12: Semester Course (.5 Applied Academics credit or VPA credit)

**rerequisite:** Metal/Welding & Teacher Permission 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 build 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.

## VISUAL AND PERFORMING ARTS COURSE OFFERINGS

The Visual and Performing Arts Department is committed to producing graduates who are articulate, culturally literate, and critical thinkers. VPA Education is basic to an individual's perception and understanding of the world in which we live. Creative learning enables students to interpret these perceptions in a variety of forms. VPA education teaches students to respect and appreciate their own interpretations and those of others.

The CHRHS VPA courses teach a range of skills, encourage cultural awareness and promote intellectual growth and creative self-expression. The VPA programs enable each student to develop positive attitudes toward self, others and the environment through creative experiences. As a result, students develop necessary skills that inspire life-long participation and appreciation of the arts.

### MUSIC

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: Yearlong Course (1 VPA 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 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 and Expectations:** Grades will be determined by the average of assessments given for lessons, rehearsal skills, homework and musical performance.

- 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.
- 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.
- A suggested minimum of 3 days per week of practice although preparation time may vary by individual skill.

#### **Honors Jazz Ensemble**

Grades 9-12: Yearlong Course (1 VPA credit)

**Co-requisite:** Wind & percussion players must also 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 and appreciate jazz music, whether as an active participant or a critical listener for their entire adult life.

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

- Attendance at all performances and rehearsals is mandatory. The ensemble typically performs at the Winter and Spring Concerts, District 3 and State Jazz Festivals as well as a number of community functions.
- 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.
- A suggested minimum of four days per week of practice, although preparation time may vary by individual.



## **Chorale**

Grades 9-12: Yearlong Course (1 VPA 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 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:

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

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

- 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.
- 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.
- 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: Honors Chamber Singers or Honors Treble Choir**

Grades 9-12: Yearlong Course (1 VPA credit)

**Prerequisites:**

- A vocal audition for the director in the spring of the previous year.
- A minimum of two years choral experience in either school or community ensembles.
- Students must have adequate sight-reading skills, plus ability to maintain intonation and part independence.
- Selection based on voice needs of the group so as to maintain balance between parts.
- 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 and Expectations:** 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.

- 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.
- 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.
- 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**

Grades 9-12: Semester Course (.5 VPA 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 and Expectations:** Grades will be determined upon the average of homework, quizzes, tests, composition projects, keyboarding proficiencies, and final exams.

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

### **Honors Music Theory**

Grades 9-12: Semester Course (.5 VPA 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 and Expectations:** Grades will be determined by the average of homework, quizzes, and a final composition project as well as a final exam.

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

### **The History of Rock and Roll**

Grades 9-12: Semester Course (.5 VPA 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 and Expectations:** Classwork/Class Discussion = 45%, Quizzes/Tests/Presentations/Projects = 45%, Mid- Term/Final =10%. In an effort to exclude homework outside the class, students are expected to use all class time efficiently and appropriately; students will hand in all assignments on time; students will work effectively in a small group and independently.

### **Introduction to Acoustic Guitar**

Grades 9-12: Semester Course (.5 VPA 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. 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. 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.

**Grading and Expectations:** Classwork/Skill Development=40%, Quizzes/Tests/Performance=40%, Midterm/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. Within each class, there exists 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: Semester Course (.5 VPA 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.

### Technical Theater A

Grades 9-12: Semester Course (.5 VPA credit or .5 AA 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.

### Technical Theater B

Grades 9-12: Semester Course (.5 VPA credit or .5 AA 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.

### Theater for Social Change

Grades 9-12: Semester Course (.5 VPA 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. We 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 Théâtre, etc.

### **Musical Theater**

Grades 9-12: Semester Course (.5 VPA credit)

**Course Description:** Welcome to the exciting world of Musical Theater! This dynamic and collaborative course is designed to immerse students in the multifaceted art form of musical theater. Whether you are an aspiring actor, singer, dancer, or simply a passionate enthusiast of the stage, this course offers a comprehensive exploration of the magic that happens when acting, singing, and dancing come together. Students in this course will study musical theater history, style, method/technique, and will also have opportunities for both solo and ensemble performances. *Please Note:* This course is co-taught by the theater teacher, Ms. Smith, and music teacher, Mr. Albert. Together, they will create a well-rounded learning experience featuring a blend of theater and music instruction, allowing students to explore the synergy between these disciplines, resulting in vibrant and memorable musical theater performances.

### **Children's Theater**

Grades 9-12: Semester Course (.5 VPA credit)

**Course Description:** This engaging program is designed to introduce high school students to the exciting world of theater for young audiences (TYA) and children's theater from a variety of perspectives. Through a combination of hands-on activities, group projects, and practical experience, students will explore the fundamentals of theater production, performance, and storytelling as they relate to a young audience as well as using theater activities to engage students of all ages in new learning and experiences. In this course, students will have the opportunity to observe, work with, and perform for their younger peers as well as explore the world of TYA outside of the classroom setting.

## **VISUAL ARTS**

- 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 questions.
- 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.

### **Drawing and Painting I**

Grades 9-12: Semester Course (.5 VPA credit)

**Course Description:** We recommend this course for students as a level I art class that acts as a springboard to any other art class we offer including Drawing II and Painting II. In this class, you'll work on developing your imagination, skills, and ability to work collaboratively and independently on drawing and painting projects. We'll use fun exercises, materials exploration and brainstorming to develop ideas for some in-depth projects. Topics include 2-point perspective, drawing with shading, color theory and composition. Contemporary and historical art will be used for ideas and reference.

### **Drawing II**

Grades 9-12: Semester Course (.5 VPA credit)

**Recommended Prerequisite:** We recommend this course as a Level II art class, *after* taking Drawing and Painting I, or with previous comparable experience outside of school.

**Course Description:** This is a semester-long drawing class for students who are motivated to take their drawing skills to the next level. You'll develop deeper skills in expressive and imaginative drawing, as well as improving observational and compositional skills. Regular sketchbook practice will help students develop a personalized approach to assignments. Class discussions with focused feedback will be an important part of class. *Students in Grades 10-12 who already took Drawing can take Advanced Drawing and Painting, or Painting II.*

### **Painting II**

Grades 9-12: Semester Course (.5 VPA credit)

**Recommended Prerequisite:** We recommend this course as a Level II art class, *after* taking Drawing and Painting I, or with previous comparable experience outside of school.

This is a semester-long course for students motivated to take their painting skills to the next level. The class is focused on painting: types of paint and how to use them; idea development, composition, color theory, expressive, and technical skills.

Sequential units will build upon one another exploring multiple techniques, materials, and surfaces. Regular sketchbook practice will help students develop a personalized approach to assignments. Class discussions with focused feedback will be an important part of class. *Students in Grades 10-12 who already took Painting can take Advanced Drawing and Painting II or Drawing II.*

### **Advanced Drawing and Painting I & II**

Grades 10-12: Semester Course (.5 VPA credit)

**Prerequisite:** A Drawing and Painting class or permission from 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 a Drawing II or Painting II before taking this class. Students planning to take Advanced Art Portfolio are encouraged to take this class in Grade 11 or 12.*

### **Advanced Art Portfolio**

Grades 10-12: Yearlong Course (1 VPA credit)

**Prerequisite:** This Honors level class is open to students in grades 11 or 12 who have taken a minimum of 3 art classes, including Drawing and Painting. Students interested in taking Advanced Art Portfolio will need to present a body of work to a current visual arts teacher which demonstrates a basic understanding of the elements of art and principles of design. A signature is required from your current art teacher, and it is strongly advised to have a discussion concerning fit.

**Course Description:** This course is for the motivated and artistically accomplished student who wants a whole year to focus on advanced level work. Students in this course will build a 15-18 piece portfolio and to present their final body of work at CHRHS's Fine Arts Night. Students who are considering a creative career will find this course helpful, as we will also cover what makes a strong portfolio for college applications. 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. 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 and should expect to spend significant time beyond designated class time to complete projects.

### **AP Art and Design**

Grades 10-12: Yearlong Course (1 VPA credit)

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

**Course Description:** AP Art and Design is an advanced, college-level art class offering highly motivated students the opportunity to develop, refine, and express their creative voices in a rigorous educational environment. Developed for students who are prepared to create and complete an advanced level art portfolio, AP Art and Design emphasizes the production of college-level unique artwork through practice, experimentation, and revision. The course includes daily art-making, independent research, practice, individual and group critique, reflection, and direct teacher instruction. Students will strive to develop their personal voice through the synthesis of concepts, composition, and execution of artwork. 3+ art classes are highly recommended. Students are expected to submit a final, digital portfolio, which includes 12-15 works including 5 best pieces. *\* Please note: College Board charges a fee for the AP portfolio submission. Financial assistance may be available.*

### **Big Art**

Grades 9-12: Semester Course (.5 VPA 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**

Grades 9-12: Semester Course (.5 VPA 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.

### **World Art and Culture**

Grades 9-12: Semester Course (.5 VPA 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**

Grades 9-12: Semester Course (.5 VPA 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, clay, 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**

Grades 9-12: Semester Course (.5 VPA credit)

**Course Description:** The Visual Journal is a multi-media hands-on art experience. Students will create a variety of sketchbook/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 in which 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**

Grades 9-12: Semester Course (.5 VPA 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**

Grades 9-12: Semester Course (.5 VPA 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**

Grades 9-12: Semester Course (.5 VPA credit)

**Course Description:** This class is designed as a course for the mature and focused student interested in learning skills and design thinking strategies 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. *\*Please note there is a materials fee for this course.*

### **Advanced Jewelry Studio**

Grades 9-12: Semester Course (.5 VPA 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 of 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.

*\*Please note there is a materials fee for this course.*

## **VISUAL AND PERFORMING ARTS AND APPLIED ACADEMICS**

### **VISUAL AND PERFORMING ARTS**

3-D Design  
Advanced Drawing and Painting I & II  
Advanced Jewelry Studio  
Advanced Art Portfolio  
AP Art and Design  
Big Art  
Children's Theater  
Chorale  
Clay I and Clay II  
Concert Band  
Drawing and Painting I  
Drawing II  
Honors Chamber Singers  
Honors Jazz Ensemble  
Honors Music Theory  
Honors Treble Choir  
Introduction to Guitar  
Introduction to Piano and Music Theory  
Jewelry Studio  
Musical Theater  
Painting II  
Printmaking  
Theater for Social Change  
Theater Performance  
The History of Rock and Roll  
World Art and Culture

### **APPLIED ACADEMICS**

Accounting I & II  
AP Computer Science A  
AP Computer Science Principles  
Cooking for Community  
Cooperative Education/Work Study  
Creative Sewing  
Culinary and Cultural Studies  
Culinary Discoveries  
Graphic Design  
Introduction to Computer Programming  
Introduction to Digital Filmmaking  
Introduction to Early Childhood Education  
Marketing  
Mid-Coast School of Technology  
Mobile Video Game Design  
Personal Finance  
Photoshop  
Retail Management and Entrepreneurship  
Robotics  
Web Design

### **VISUAL & PERFORMING ARTS or APPLIED ACADEMICS**

*The following courses may earn either Visual/Performing Arts credit or Applied Academics credit:*

Advanced Digital Filmmaking and MCST Design/Tech  
Technical Theater A & B  
Welding and Advanced Welding

## PHYSICAL EDUCATION AND HEALTH COURSE OFFERINGS

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

### Health

Grades 9 and 10: Semester Course (.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:

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

### 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 will create a class atmosphere in which 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:

**Movement/Motor Skills and Knowledge:** Students will demonstrate the fundamental and specialized motor skills and apply the principles of movement for improved performance.

**Physical Fitness Activities and Knowledge:** Student will demonstrate and apply fitness concepts.

**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: Semester Course (.5 credit)

**Course Description:** 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: Semester Course (.5 credit)

**Course Description:** The focus of this course is to explore various team sports what it means to be a part of a team. Emphasis will be placed on teamwork, sportsmanship, practicing sport-specific skills, and learning the rules of play. Students are expected to work cooperatively with their peers to demonstrate positive sportsmanship, fair play, and respect for the game.

### **Recreational Activities**

Grades 9-12: Semester Course (.5 credit)

**Course Description:** 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: Semester Course (.5 credit)

**Course Description:** Maine Outdoor Experience is a class designed to encourage students to explore the Maine wilderness and all of its lifelong fitness and recreation opportunities. The course will focus on wilderness skills, including, but not limited to, safety, weather, teamwork, and “leave non trace” ethics. Students will spend most if not all of the classroom time outside, rain or shine, learning and practicing the vast array of skills needed to be comfortable in the outdoors.

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

## SCHOOL TO CAREER PROGRAM COURSE OFFERINGS

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.

### **Applied Career Exploration and Success (ACES)**

Grades 10 – 12: Yearlong Course (1 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). *\*Please 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: Yearlong Course (1 elective credit for the first year and 2 elective credits for the second year)

**Prerequisites:** 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. 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.



## 2024-2025 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: Yearlong Course (1 AA credit)

- 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. Examples of Career Possibilities – Automotive Repair Technician, Automotive Repair Refinisher, Automotive Sales, Insurance Estimator

### Automotive Technology I & II

Grades 10-12: Yearlong Course (1 AA credit)

- 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. Examples of Career Possibilities – Automotive Technician, Automotive Service Management, Automotive Sales, Auto Parts Sales

### **Baking & Pastry**

Grades 10-12: Yearlong Course (1 AA credit)

- Participate in the operation of the Osprey's Nest Café.
- Create a showpiece monthly.
- Compete against peers where students are given a time limit and an item to prepare similar to many popular cooking shows.

Baking & Pastry is a two-year program that includes food safety, defining baking terminology, understanding of commercial bakery equipment and small wares used in a professional bakeshop setting, pies and tarts, cookies and brownies, pastry doughs, enriched pastry doughs, cakes and tortes, custards and creams, petit fours and pastries, healthy and gluten free baking, chocolate and decorative work. Students will also open their own restaurant-bakery in the Osprey Nest dining room to work with the public directly, manage money, practice portion control, and food costing. Students will create a monthly showpiece such as gingerbread house design, bread cornucopia, sugar cookies, chocolate candy box, sugared Easter eggs, wedding cake design and buttercream flowers and many other products that will make you a desirable baker-pastry chef.

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

### **CTE Exploratory** (located at CHRHS)

Grades 9-12: Yearlong Course (2 AA credits)

- 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: Yearlong Course (1 AA credit)

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

### **Culinary Arts**

Grades 10-12: Yearlong Course (1 AA credit)

- 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 a two-year program 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. Examples of Career Possibilities – Executive Chef, Banquet Chef, Food Sales, Restaurant Management, Restaurant Owner, Cafeteria Management, Caterer

### **Composites Manufacturing**

Grades 10-12: Yearlong Course (1 AA credit)

- 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 layup, 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: Yearlong Course (1 VPA credit or 1 AA credit)

- 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. 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: Yearlong Course (1 AA credit)

**Prerequisites:** students must be 16 years of age by October 1.

- 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.

### **Firefighting**

Grades 11-12: Yearlong Course (1 AA credit)

**Prerequisites:** Students need to be 16 years of age by October 1.

- Fight propane, car, and structural fires.
- Become an active member of the fire-fighting 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 fire-fighting 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).

### **Machine Tool**

Grades 10-12: Yearlong Course (1 AA credit)

- 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. Examples of Career Possibilities – Machinist, CNC Programmer, Gunsmith, Mechanical Engineer, Marine Engineer, Artist, Tool and Die Maker

### **Marine Technology**

Grades 10-12: Yearlong Course (1 AA credit)

- 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: Yearlong Course (1 AA credit)

**Prerequisite:** Students must be 17 years of age before May 1st of the school year in which the class is taken.

- 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. Examples of Career Possibilities – Certified Nursing Assistant (CNA), Registered Nurse (RN), Nurse Practitioner, Midwife, Doctor

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

Grades 10-12: Yearlong Course (.5 Life Science credit and .5 AA credit or 1 AA credit)

- 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.*

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: Yearlong Course (1 AA credit)

**Prerequisite:** Students should be 16 by September 1st by the start of the first year of the program.

- 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. 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: Yearlong Course ((1 Physical Science credit or 1 AA credit)

- 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 that 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 firsthand 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: Yearlong Course (1 AA credit)

- 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. 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: Yearlong Course (1 AA credit)

- 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 Plasma Cam.

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.

## ACADEMIC COURSES OFFERED AT MID-COAST SCHOOL OF TECHNOLOGY

### 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.

**College Composition (KVCC ENG 101)** is a concurrent enrollment course in conjunction with KVCC that emphasizes critical reading and thinking as part of the process of clear and effective writing. Various writing skills will be practiced and applied through numerous writing assignments. Students will also be required to conduct research and write an essay based on that research. College Composition values the process of writing and students will actively engage the revision process. Students may be required to work in a computerized writing lab; therefore, word processing and keyboarding skills are required.

### 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.

### 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.



## **COURSE DIRECTORY**

### **ENGLISH**

English Grade 9/English Grade 10  
AP English Language and Composition  
AP English Literature and Composition  
AP Seminar  
AP Research  
Becoming A Writing Coach  
Chinese Studies  
Creative Writing  
Honors Integrated Humanities I  
Humans & the Environment  
Indigenous Voices  
Journalism  
Oh My! Sci-fi!  
Outdoor Literature  
Poetry  
Philosophy  
Race & Identity  
Reading for Pleasure  
Speech and Debate  
Warrior Tales  
Women & Literature  
Writing for College  
English for International Students

### **SOCIAL STUDIES**

World History  
US History  
Active Citizenship in the 21st Century  
Behavioral Economics  
Economics for Everyone  
Global Studies Seminar  
Intro to Psychology  
Maine: How Our Past Informs Our Present  
With Liberty & Justice for All?  
Media Literacy  
AP US History  
AP Human Geography  
AP Psychology  
AP African American History

### **WORLD LANGUAGES**

French I, II, III, IV  
AP French Language & Culture  
Spanish Novice A, B  
Spanish Intermediate A, B, C  
AP Spanish Language & Culture  
Latin I, II  
Latin, Latin Everywhere  
Latin III/IV Prose Writers  
Latin III/IV Poetry Writers  
AP Latin

### **MATHEMATICS**

Algebra IA  
Algebra I, II/Honors Algebra I, II  
Geometry/Honors Geometry  
Trigonometry & Advanced Math Topics  
Honors Pre-Calculus  
AP Precalculus  
Statistics I & Probability  
Statistics II  
AP Statistics  
Honors Calculus  
AP Calculus AB  
AP Calculus BC

### **SCIENCE**

Global Science/Honors Global Science  
Principles of Biology  
Lab Biology/Honors Lab Biology  
Principles of Chemistry  
Lab Chemistry/Honors Lab Chemistry  
Principles of Physics  
Lab Physics/Honors Lab Physics  
The Science & Engineering of Energy  
AP Physics I  
AP Physics C: Mechanics  
AP Environmental Science  
AP Biology  
Anatomy & Physiology  
Applied Engineering  
Forensic Science  
Gardening & Horticulture  
Human Ecology & Our Natural Watershed  
Natural Science  
Oceanology  
Sustainability in Action

### **AA - BUSINESS COURSES**

Accounting I & II  
Retail Management & Entrepreneurship  
Personal Finance  
Marketing

### **AA - COMPUTER SCIENCE**

Robotics  
Introduction to Computer Programming  
Mobile Video Game Design  
Computer Science Principles  
AP Computer Science Principles  
AP Computer Science A

## COURSE DIRECTORY

### AA - DIGITAL MEDIA

Graphic Design  
Photoshop  
Intro to Digital Filmmaking  
Web Design  
Advanced Digital Filmmaking

### AA - FAMILY & CONSUMER SCIENCE Creative

Sewing  
Cooking for Community  
Culinary Discoveries  
Intro to Early Childhood Education

### AA - INDUSTRIAL TECHNOLOGY

Welding  
Advanced Welding/Metal Fabrication

### VPA - MUSIC

Concert Band  
Honors Jazz Ensemble  
Chorale  
Honors Chamber Singers/Honors Treble Choir  
Intro to Piano and Music Theory  
Honors Music Theory  
The History of Rock and Roll  
Introduction to Acoustic Guitar

### VPA - THEATER ARTS

Theater Performance  
Tech Theater A/Tech Theater B  
Theater for Social Change  
Musical Theater  
Children's Theater

### VPA - VISUAL ART

Drawing & Painting I  
Drawing II/Painting II  
Advanced Drawing & Painting I & II Advanced  
Art Portfolio  
AP Art and Design  
Big Art  
Printmaking  
World Art & Culture  
3D Design  
Clay I/Clay II  
Visual Journaling  
Jewelry Studio/Advanced Jewelry Studio

### PHYSICAL EDUCATION & HEALTH

Health  
Personal Fitness  
Team Sports  
Recreational Activities  
Maine Outdoor Experience

### SCHOOL-TO-CAREER PROGRAM

Cooperative Education  
Applied Career Exploration & Success

### MID-COAST SCHOOL OF TECHNOLOGY

Auto Collision Technology I & II  
Automotive Technology I & II  
Baking and Pastry  
CTE Exploratory (at CHRHS)  
Carpentry I & II  
Culinary Arts  
Composite Manufacturing  
Design/Technology  
Emergency Medical Technician (EMT)  
Firefighting  
Machine Tool  
Marine Technology  
Medical Occupations – CNA  
Medical Occupations – Medical Science  
Outdoor Leadership I & II  
Pre-Engineering  
Small Engine and Compact Diesel Technology I & II  
Welding / Fabrication I & II

### MCST ACADEMICS

English: Technical Communications I & II  
English: College Composition (KVCC)  
Math: Algebra II  
Math: Geometry  
Math: Technical Math (KVCC)  
Social Studies: United States History I & II  
Social Studies: American Government  
Social Studies: Economics

\*4 total credits are awarded for most MCST courses. If an academic course is taken along with a CTE course, 1 credit is awarded for the academic course and 3 credits are awarded for the CTE course.

# CAMDEN HILLS REGIONAL HIGH SCHOOL – GRADUATION REQUIREMENT PLAN

Name: \_\_\_\_\_ Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Requirements – Credits	Yr 1 - Subject	Credit	Yr 2 - Subject	Credit	Yr 3 - Subject	Credit	Yr 4 - Subject	Credit
<b>ENGLISH 4</b>								
English Grade 9								
English Grade 10								
English Grades 11								
English Grade 12								
<b>SOCIAL STUDIES 3</b>								
World History								
US History								
Elective Social Studies								
<b>MATHEMATICS 3</b>								
Algebra I								
Geometry								
Algebra II								
Other								
<b>SCIENCE 3</b>								
Earth/Space Science								
Life Science								
Chemistry								
Physics								
Other								
<b>HEALTH .5</b>								
<b>PHYSICAL EDUCATION 1</b>								
<b>APPLIED ACADEMICS 1</b>								
<b>VISUAL ARTS 1</b>								
<b>APPL ACAD/VIS ARTS 1</b>								
<b>Additional Electives</b>								
<b>WORLD LANGUAGE</b>								
<b>MCST TECHNICAL COURSE</b>								
<b>MCST ACADEMIC COURSE</b>								
<b>TOTAL CREDITS (22)</b>								
<b>RUNNING TOTAL:</b>								
<b>Personal Finance Requirement <input type="checkbox"/></b>								