



Mt. Ararat High School

Program of Studies

2016– 2017

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The Mt. Ararat High School *Program of Studies* presents information about courses which may be taken towards a Mt. Ararat High School diploma. This publication is designed to inform students and parents as they plan with their future goals in mind.

Please note that some courses or other provisions described in this publication may turn out to be unavailable in 2016-17, depending on course enrollment, staffing, or other factors. For example, it is unlikely that courses with enrollments of fewer than 10 students will run.

Information on educational programming for students in grades 9-12 with documented disabilities, as determined through Individualized Educational Plan (IEP) meetings, is available from the Special Services Department at Mt. Ararat High School.

For additional information, contact the high school principal at Mt. Ararat High School, 73 Eagles Way, Topsham, ME 04086. Telephone: (207) 729-2951. Fax: (207) 729-2953. Web site: <http://mta.link75.org>

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ACADEMIC REQUIREMENTS AND GRADUATION

Please refer to MSAD No. 75 policy for more information on graduation requirements.

CREDIT REQUIREMENTS

Mt. Ararat High School operates on a block schedule involving 8 periods. Students earn credits when courses are passed; partial credits are not awarded. Students earn half credits for semester courses. Students in grades 9-11 earn a quarter credit for each year's portion of the Advisory Program; students in grade 12 earn a half credit. In order to graduate, students must earn a minimum of 21.25 credits. Of the 21.25 credit total required to graduate, students must earn a minimum of:

- 4 credits in English (English I - IV; qualified students may substitute AP English for English III and/or IV)
- 3 credits in Social Studies (Social Studies I - III)
- 3 credits* in Math (*refer to the Mathematics section for details on required courses for graduation)
- 3 credits* in Science (Science I-IV) (*refer to the Science section for details on required science courses)
- 1 credit in Fine Arts (all Music and Visual Arts courses and any fine arts English elective courses)
- 1 credit in Physical Education (PE I plus either PE II or Outdoor Education)
- .50 credit in Health
- 1.25 credit through participation in and completion of the Advisory Program and the Capstone Project

For operational purposes, all students move to the next grade level at the conclusion of each year, progressing through Mt. Ararat High School's program as first-year, second-year, third-year, and fourth-year students. Typically, students graduate in four years. All third-year students, regardless of the number of credits they have earned, are required by the State of Maine to take the MEA in May. Note that students who attend Region Ten Technical High School prior to 11th grade are subject to modified graduation requirements. Additional information regarding credits, requirements, and course options is available through the school guidance office.

BEYOND REQUIREMENTS

In addition to satisfying graduation credit requirements, students and parents should consider the following:

- Students are encouraged to take classes that challenge their academic abilities.
- Students should keep their options open as they plan for careers and/or post-secondary education, two or four year colleges. Students should plan to exceed the high school graduation requirements and take four years of mathematics and at least three years of a world language. Four years of mathematics study is strongly advised for those students who expect to enroll in a four year college or technical/scientific based community college or military programs.
- Students who seek to compete as Division I or II athletes must satisfy the NCAA Clearinghouse academic eligibility guidelines, and need to be aware of NCAA eligibility requirements. Contact the guidance office for more information or go to <http://www.ncaa.com>.

ACADEMIC STANDARDS: COMPREHENSIVE ASSESSMENT OF ACHIEVEMENT IN REQUIRED SUBJECTS

Students demonstrate achievement of required subject area learning standards by successfully completing essential course tasks and associated common assessments. All students taking required high school courses of study in the required subject areas will complete these common assessments. Such multiple measures allow faculty to ascertain each student's academic achievement.

ACADEMIC SUPPORT and REMEDIATION

Mt. Ararat High School provides support and remediation for students who need help meeting the academic standards associated with required courses. Teachers may make themselves available to students who need academic help before and after school or at such times as teachers may designate in their schedules. Parents are urged to contact their child's teacher or the appropriate academic department heads for more information about academic support. Some of the available supports include Math Lab, Math Workshop, Academic Support Time (AST) and student mentors in the Writing Center.

ADVANCED PLACEMENT: COURSES, EXAMINATIONS, AND POSSIBLE COLLEGE CREDIT

Students should keep in mind that they can earn possible college credit for AP coursework only by taking actual AP Exams. In accordance with the May AP Examination schedule, students taking courses designated "Advanced Placement" or "AP" are expected to take the AP Examination associated with each course. The academic transcripts of those students who elect not to take the corresponding AP Examinations are amended to read "Advanced" rather than "Advanced Placement." Students and their parents are encouraged to check the AP credit policies of particular colleges and universities by contacting the institutions or checking credit information through the College Board's website:

<http://www.collegeboard.com/ap/creditpolicy/>

COURSE REGISTRATION

The serious business of course registration period for the 2016-2017 academic year begins with the publication of the *Program of Studies* and ends on the last day of school in June. During this time, students, parents, and faculty work together to determine student schedules for the following academic year. The entire process involves planning then making choices and commitments. Registrations influence the shape of the master schedule and the allocation of school resources such as faculty, staff, materials, and space.

Schedule-building

At the start of the course registration period, students consult with their advisors then with teachers of their current courses, who recommend subsequent courses and placements. If a teacher or department recommendation does not match a student's desired course or placement, that student's parents may override the teacher's recommendation, providing the student meets published course prerequisites. As initial registration activities proceed, students receive information on other courses (including electives and Region Ten Technical High School programs) through the *Program of Studies* and other means. Students may then select any additional courses.

Schedule review / adjustment

After the schedule-building phase of the course registration period, each student receives a preliminary schedule. Students must review their preliminary schedules with their parents and, as needed, with school counselors and other faculty. Modifications must be made prior to the June 2016 close of the course registration period.

Step-Up Day

This annual event is important for the entire school community. On this day, students receive course information from faculty that currently teaches the courses they are scheduled to take next year. Step-up day allows students the opportunity to request final changes in their selection of courses. The teaching faculty, guidance counselors, and school staff thus are better able to balance class sizes and provide an appropriate number of course sections.

Course registrations and schedules are considered final on the last day of school in June, 2016.

After the last day of school in June, a student's preliminary schedule becomes final. From that point on, a schedule may only be changed when • a department head approves a different academic placement, •• a school counselor determines the existence of a situation that requires intervention in the affected student's best academic interest (for example, a student may need to address particular graduation requirements or may have assumed an inappropriate course load), or ••• a department head determines that course sections require balancing.

ACADEMIC PLANNER

Only specific courses required for Mt. Ararat High School graduation are listed. Consult course descriptions for detailed information. At least 1 elective credit must be in fine arts. Satisfactory participation in Advisory activities is required each year. Credits earned must total at least 21. 25. A minimum of 5 credits must be carried at all times.

First Year (9th grade / freshman)

Academic English I	_____
Social Studies I	_____
Math (Algebra I, Academic Algebra I, Academic Geometry, or Adv. Geometry)	_____
Science I	_____
PE I	_____
Advisory	_____
Electives:	_____

Second Year (10th grade / sophomore)

English II	_____
Social Studies II or AP European History	_____
Math (see the Math section for options)	_____
Science II	_____
PE II or Outdoor Education	_____
Advisory	_____
Electives:	_____

Third Year (11th grade / junior)

English III or AP English	_____
Social Studies III (US History or AP US History)	_____
Math (see the Math section for options)	_____
Science (see the Science section for options)	_____
Advisory	_____
Electives:	_____

Fourth Year (12th grade / senior)

English IV or AP English	_____
Advisory/ Capstone	_____
Electives:	_____

Mt. Ararat High School

Course / Credit Checklist for Graduation

NAME _____ PROJECTED YOG _____

ADDRESS _____ TELEPHONE _____

PARENT _____
 INFO _____

First HS year (grade 9)	Second HS year (gr. 10)	Third HS year (gr. 11)	Fourth HS year (gr. 12)	Additional
___ Advisory _____	___ Advisory _____	___ Advisory _____	___ Advisory _____	
___ English _____	___ English _____	___ English _____	___ English _____	
___ Math _____	___ Math _____	___ Math _____	___ Math _____	
___ Science _____	___ Science _____	___ Science _____	___ Science _____	
___ Soc. St. _____	___ Soc. St. _____	___ Soc. St. _____	___ Soc. St. _____	
___ Phys Ed I _____	___ PE II / Outdoor Ed _____	___ Fine Arts _____	___ Fine Arts _____	
___ Fine Arts _____	___ Health _____	___ World Lang _____	___ World Lang _____	
___ World Lang _____	___ Fine Arts _____	___ Elective _____	___ Elective _____	
___ Elective _____	___ World Lang _____	_____	_____	
_____	___ Elective _____	_____	_____	
_____	_____	_____	_____	
___ year 1 total	___ year 2 total	___ year 3 total	___ year 4 total	___ add'l total
___ other _____	___ other _____	___ other _____	___ other _____	
___ TOTAL CREDITS (min 3)	___ TOTAL CREDITS (8)	___ TOTAL CREDITS (13)	___ TOTAL CREDITS (21.25 needed)	

DATE ENROLLED _____ FROM _____

Required subjects

- ___ ___ ___ English I-IV (AP English Language or Literature may substitute for English III or IV)
- ___ ___ ___ Science
- ___ ___ ___ Social Studies (1 Credit must be US History)
- ___ ___ ___ Mathematics
- ___ Physical Education
- ___ Fine Arts
- ___ (.5) Health
- ___ Advisory Program

NOTES:

ADDITIONAL PROGRAMS

ADVISORY PROGRAM

1.25 credits (or approved equivalent)

.25 credit per year grades 9-11, .5 credit grade 12

The Mt. Ararat High School Advisory Program provides each student with an ongoing connection with a faculty member who can provide both academic and social support. Advisory activities include regular review of each student's academic progress, communication with parents, development of a post-secondary plan, discussion of school-wide issues, and other activities that build a sense of community and belonging within the school. The curriculum may be accessed on the Mt. Ararat High School Advisory Curriculum website. All students are required to complete certain activities including Freshmen completing a career project, Sophomores doing a budget activity, Juniors writing a resume, and Seniors experience filling out a college application, and complete a Capstone project.

COURSE # - 1000 grades 9-12; 1000SR grade 12

EARLY COLLEGE COURSES

Juniors and seniors may qualify to enroll in college courses at Southern Maine Community College, University of Southern Maine and University of Maine at Augusta. Students may take courses at the main campus of each of these colleges or on the Bath campus where SMCC and University College at Bath/Brunswick share the Midcoast Center for Higher Education. Interested students should check with their guidance counselor for information about eligibility, registration, and financial assistance. Course information for all Maine colleges can be accessed from Mt. Ararat's web page. Upon successful completion of a college course, students earn dual credit: 1 high school credit and 3 college credits which may be transferable upon graduation. Courses are intended to supplement, not replace, high school required courses. Course options at other nearby colleges, such as Bowdoin College in Brunswick, can be explored. See your guidance counselor for more information.

INDEPENDENT STUDY

A student may apply for Independent Study in order to pursue worthy educational goals that cannot be met through the regular academic program. Independent Study work is monitored and supported by a teacher who agrees to the student's request for such supervision. As part of the approval process, guidance services determine whether a course can be or could have been accessed through regular enrollment and whether the suggested study is educationally appropriate for the student to pursue. The appropriate academic department head reviews the time, faculty support, materials, credit and other provisions of the proposal and makes a recommendation to the Guidance counselor.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

The English Language Development Program serves referred students who demonstrate limited English proficiency due to cultural relocation or similar circumstances. Students receive guided individualized instruction in acquiring literacy and communications skills in English. Students work on listening, speaking, reading, and writing. English language learner support is also offered to students who are proficient in basic communications skills but lack the cognitive academic English proficiency level to function with success in regular classes. The teacher consults with content area teachers in order to select and modify appropriate materials. Work completed in the context of program instruction may apply to various state and school requirements by prearrangement with the appropriate department head and approval of the principal.

NAVIGATE/MENTORING PROGRAM

.5 credit for juniors and seniors

Navigate is a high school-based mentoring program with a mission to support first-year students. It is designed to foster one-on-one relationships through which volunteer mentors help their student mentees (freshman) face social, academic, and behavioral challenges implicit in their adjustment to high school. These consistent supervised relationships can yield tangible benefits for youth including improved relationships with peers and family, increased self awareness and building of trust, and a sense of belonging in school. This program signifies leadership, involvement and community. **COURSE # 0930S**

NAVIGATE/MENTEE PROGRAM

.5 credit for freshman

Navigate is a high school-based peer mentoring program with a mission to support first-year students. It is designed to foster one-on-one relationships through which volunteer mentors (juniors and seniors) help their freshman mentees face social, academic, and behavioral challenges implicit in their adjustment to high school. . These consistent supervised relationships can yield tangible benefits for youth including improved relationships with peers and family, increased self awareness and building of trust, and a sense of belonging in school. The ultimate goal of Navigate is for students to achieve four successful years in school which leads to a high school diploma.

COURSE # 0391S

SPECIAL EDUCATION SERVICES

Special Services provides an integrated educational program for students with documented disabilities, determined through an Individualized Education Plan (IEP) meeting. Contact the Special Services office at Mt. Ararat High School for more detailed information. The MSAD #75 Special Services director can be reached at 729-1557.

CAREER PROGRAMS

JOBS FOR MAINE'S GRADUATES (JMG)

SCHOOL TO WORK *1 Credit*

Recommended level: 12

School to Work is a class for seniors that will help you acquire the skills needed to successfully transition into adulthood. Topics covered include the college application process, apprenticeship programs and job shadowing, career exploration, resumes and cover letters, the job search, job interviews, managing your money, health and nutrition, buying/maintaining a car, academic support, building and supporting healthy relationships, communication, community service projects, and teamwork. Activities are frequently hands-on. Classes are small and class discussions are common. School to Work provides an opportunity for you to figure out who you are, what you want for your future, what opportunities are available, and how to take advantage of them. **COURSE #6004**

MULTI-YEAR PROGRAM *1 Credit*

Recommended level: 9-11

The JMG Multi-Year Program is about you and your future. What interests you? What are you good at? What do you find challenging? How do you learn best? What makes for a successful team? Are you a leader? What can you do now to prepare for your future? To answer these questions, we will engage in hands-on activities, discussions, and community service projects. Classes are small with a strong focus on creating a safe supportive environment that allows the class to function as a team.

9th GRADE – COURSE #6002

10th & 11th GRADE– COURSE #6003

INTERNSHIP

Recommended level: 11-12

The internship program is for juniors and seniors who might benefit from an on-the-job experience to assist them in their post-secondary planning. Students who might be interested in such an experience should see their guidance counselor.

ENGLISH

Academic Planning Notes:

- **English credits required: 4** (English I-IV; AP English courses, comprised of introductory college level work, also count for **required** English credits.)
- In order to proceed to the next course in the **required** English sequence, students must complete specific common assessments associated with these courses that demonstrate their achievement of English language arts proficiency.
- The scope and sequence of the English program means that students cannot take two **required**, sequenced English courses simultaneously for credit. However, 3rd- or 4th-year students who need an additional English credit for graduation may, with all required approvals, enroll in Critical Reading and Writing at Merrymeeting Adult Education concurrently with their enrollment in their regular English course or during the summer.
- Enrollment in Writing and Reading Lab III or IV courses **requires** English department referral. The courses are not available as student selections during course registration.
- English electives do not satisfy state English **requirements**. However, Creative Writing applies to the state Fine Arts credit **requirement**.
- **REGION TEN TECHNICAL HIGH SCHOOL ENGLISH** course allows students with credit deficiencies in other required subjects to earn **required** state English credit at Region 10 and thus undertake or maintain involvement in their vocational program. However, course content, including unit scope and sequence and course assessments, differs from that of the Mt. Ararat High School English curriculum.

ENGLISH I 1 Credit

Ninth-grade (first-year) students take the following course:

ACADEMIC ENGLISH I

English I is a transitional course designed to further develop the language-arts skills, concepts, and practices that students will need to grow as readers and writers throughout high school and beyond. Specifically, students explore how to become critical readers of literary text, including fiction and nonfiction. They also strive to become more effective communicators by sharpening their command of oral and written expression. This involves learning how to use the writing process — planning, drafting, revision, and editing — to produce articulate, well-crafted papers.

Progress toward these goals is measured in five required common assessments: (1) analysis of argument, (2) culture reading project, (3) literary analysis of a Shakespearean passage, (4) historical fiction paper, and (5) thematic essay. **COURSE #1132**

ENGLISH II 1 Credit

Prerequisite: Academic English I or English 1B.

Students who have earned English I credit take one of the following two courses:

ACADEMIC ENGLISH II

Students deepen their awareness and appreciation of literary form and meaning. They write and revise regularly as they learn how to build support for their ideas, observations, and positions. They also present and defend ideas in class discussions and group work. Students gather, synthesize, and shape information and opinions into an informed research project that culminates in an “I-Search” paper. Students confer regularly with their peers and teacher about their writing.

COURSE #1144

ADVANCED ENGLISH II

Additional prerequisite: department screening including completion of summer work. Students must demonstrate readiness to undertake advanced study through achievement in English I.

Students who successfully complete this course will be prepared to undertake introductory college-level work in subsequent AP English courses. This course is intended for students with strong interest in the study of language, literature, and writing who are ready to encounter intensive, accelerated work. As readers and writers, students consider various literary genres (essays, speeches, poems, fiction, and drama), paying close attention to language features, form, and meaning. Students complete a major research project and confer regularly with their peers and teacher about their writing. **COURSE #1146**

ACADEMIC ENGLISH III

Students consider American writing and culture through the study of essays, short fiction, poetry, and longer works such as *The Night Thoreau Spent in Jail*, *Montana 1948* and *The Catcher in the Rye*. Works by accomplished women writers such as Walker, Berg, Kingsolver, Angelou, Tan, and Smiley are read and discussed during a community reading unit. Regular student writing for various purposes augments discussions and assigned readings. Listening, speaking, group work, and vocabulary skills are featured in course units and strands. Students confer regularly with their peers and teacher about their writing. **COURSE #1154**

ENGLISH III WRL (WRITING AND READING LAB) *Additional prerequisite: English department referral*

Students who need to strengthen writing and reading skills in an individualized workshop environment are referred to this course. Students address topics that require research, interviews, writing, and revising. Each student writes a feature piece, usually a profile, as a capstone to his or her work. Students also read and work with quality written texts and films in connection with their writing. They also develop on-demand writing skills and confer regularly with their teacher about their writing. **COURSE #1153**

ENGLISH IV 1 Credit

Prerequisite: English III.

Students who have earned an English III credit take one of the following two courses:

ACADEMIC ENGLISH IV

This course is the culmination of the high-school English program that prepares students for their transition to post-secondary study, the military, or employment. They explore a compelling array of short stories, essays, poetry and longer literary works (plays and novels) such as *The Kite Runner*, *A Raisin in the Sun*, *One Flew Over the Cuckoo's Nest*, *The Things They Carried*, *Death of a Salesman*, and *Hamlet*. Accompanying films include *Gran Torino* and *Apocalypse Now*. The concepts of voice, turning points, human culture, and truth provide a focus for study. Major assignments focus on the development of language and film/image awareness as well as listening and speaking skills. Critical analysis and synthesis papers, including a senior paper (graduation and course requirement), are completed in connection with readings. Students confer regularly with their teacher about their writing. **COURSE #1164**

ENGLISH IV WRL (WRITING AND READING LAB)

Additional prerequisite: department referral

Students with demonstrated need to develop and strengthen individual writing and reading skills in a workshop environment are referred to this lab course. Each student is expected to fulfill individual and independent reading programs keyed to his or her interests and designed to develop reading proficiency. Students also consider quality written works and films linked to major course themes. Each student completes a senior paper. Students confer about their writing outside of class.

COURSE #1162

Southern Maine Community College Dual Enrollment Courses

SMCC ACD ENGLISH IV COMPOSITION 100

Prerequisite: English III credit; appropriate score on Accuplacer

Motivated students are invited to apply for this opportunity to earn college credit as well as the required credit for high school graduation in their final English class at MTA. SMCC attendance and late work policies will be enforced. English Composition 100 is the introduction to college writing across the curriculum. It emphasizes the process of drafting, revising, and editing written work in a variety of rhetorical modes. The course explores the distinctions between spoken and written, formal and informal uses of language. It also provides an introduction to research and the task of producing a formal research paper and fulfills the Senior Paper graduation requirement. Additionally, we will consider various works of literature, including drama, film, fiction, nonfiction, and short stories. Titles may include *The Kite Runner*, *The Things They Carried*, and *Death of a Salesman* **COURSE #1166**

ADVANCED PLACEMENT ENGLISH COURSES 1 Credit

Prerequisite: department screening, including completion of required summer work. Students must demonstrate readiness to undertake introductory college-level study through achievement in previous high-school-level English courses.

College-level credit or advanced college or university course placement may be earned depending on AP exam score and college or university policy.

AP ENGLISH LANGUAGE AND COMPOSITION

Recommended level: 11-12

Students in this introductory college-level course will have previously demonstrated strong writing and analytical skills. Students consider a broad and challenging array of prose selections and image-based texts concerning a wide range of important subjects. Through close reading, frequent writing, and purposeful inquiry, students develop their ability to work with language and deepen their understanding of rhetoric and argument. Students work extensively with nonfiction, including essays, speeches, letters, memoirs, and other writings by authors such as Didion, Capote, Dillard, White, Woolf, Lincoln, Swift, Hazlitt, Twain, Orwell, Mead, King, Mairs, Murray, Sontag, Wolff, Oates, and Shakespeare. Students confer with teachers about their writing in class and outside of class. **COURSE #1196**

AP ENGLISH LITERATURE AND COMPOSITION

Recommended level: 12

This introductory college-level course is for students with an exceptional interest in and commitment to the study of imaginative literature: fiction, poetry, and drama. Students will have previously developed the strong writing and analytical skills that are needed for careful study of literature at the introductory college level. Students consider and explore the features, meaning, and value of various literary texts and their relationship to contemporary experience as well as to the times in which they were written. Writing conferences are also held regularly outside of class times. A senior paper is required. **COURSE #1198**

ENGLISH ELECTIVES

NOTE: The availability of all English electives depends on sufficient student enrollment. Elective courses do NOT fulfill scope and sequence or credit requirements associated with English I-IV coursework. The ½ credit earned in Creative Writing may be applied towards Maine's Fine Arts requirement.

CREATIVE WRITING *1 or ½ credit. May be taken for a full-year single credit or for ½ credit in the fall or spring semester. Credit may be applied to the fine arts requirement.*

Prerequisite: satisfactory achievement in required English

Recommended level: 10-12

In Creative Writing, students explore various forms in poetry, fiction, creative nonfiction and drama. They are expected to cultivate their ability to write with precision and clarity while developing instincts for a variety of genres. Class operates on a workshop model wherein students are expected to share their writing for feedback and, in turn, to offer thoughtful and precise feedback to others. Over the duration of the course, students will write for a variety of audiences and will be expected to submit pieces for publication.

COURSE # 1194 - year COURSE #1194S - semester

JOURNALISM 1 Credit, but may be taken for ½ credit in the fall. Prerequisite for full-year course is completion of fall semester.

Recommended level: 10-12

In Journalism, students read and write investigative stories in short and long term form. The focus of this class is on story writing, with finished work published online to the world through an online newspaper. Students hone their skills in objective journalism, as well as opinion editorials, media reviews and editorial cartoons. Academically, the class explores the history of print journalism, while returning to the challenge of capturing and maintaining an audience in the 21st-century information age of “new media.” Students pay close attention to current events and leave the class as better informed citizens prepared to understand and interpret the goings-on in their world. **COURSE #1191s**

UNDERSTANDING FILM 1 Credit, but may be taken for ½ credit in the fall. Prerequisite for full-year course is completion of fall semester.

Recommended level: 11-12

Students in Understanding Film watch, analyze, and make films to support three goals: 1) to expand students’ taste, so that they can become an audience for a wide range of films; 2) to expand students’ critical awareness of what goes on in movies, so that they can see more in what they watch; 3) to give students experience in shooting and editing films, and working with soundtracks. Each quarter students complete at least two film projects and present them to the class. First semester develops basic skills; second semester focuses on documentaries, audio, and independent projects. **COURSE #1180 full year COURSE #1180s semester**

HEALTH

Academic Planning Notes:

- Health credit required: 1/2
- Specific course required: Health
- Electives do not satisfy the state health credit requirement

HEALTH ½ Credit

Recommended level: 10

Health means more than just the absence of illness. This course is designed to help teens not only survive, but also thrive in a challenging world. Topics include mental health, stress management, growth and development, sexuality, nutrition, and issues surrounding drug and alcohol abuse prevention. Students in this course must complete specific common assessments that demonstrate their achievement of State Learning Standards. **COURSE #3379S**

HEALTH ELECTIVES

NOTE: these courses do NOT address Maine's health credit requirement.

FIT FOR LIFE 1 credit

Recommended level: 10-12 (9th grade with teacher permission)

Are you looking to make some changes in your life? Maybe you want to be in better shape or learn how to eat healthier. The focus of this year-long class is to develop an appreciation for a healthy lifestyle that promotes good overall health. Overall, the goal is to help students develop new lifestyle skills to live healthier with an emphasis on developing better eating habits and participation in daily physical activity.

COURSE #3380

NOTE: This course does NOT address Maine's health OR physical education requirement.

INDEPENDENT LIVING $\frac{1}{2}$ Credit

Recommended level: 11-12

This course is designed to promote a healthy lifestyle with a focus on personal finance and consumerism. Students will acquire the knowledge and skills needed for living successfully on their own, as they focus on such topics as credit, income taxes, checking account maintenance, housing options, money management and others. *NOTE: this course does NOT address Maine's health credit requirement.* **COURSE #3383S**

MATHEMATICS

Academic Planning Notes:

- **Mathematics credits required: 3**
 - **Students who plan to attend a community college, four-year college or university are strongly advised to complete four years of mathematics.**
 - Typical sequence of courses for students who have successfully completed 8th Grade Math:
 - √ Academic Algebra I
 - √ Academic Geometry
 - √ Academic Algebra II
 - √ Pre-Calculus (and/or Statistics)
 - Typical sequence of courses for students who have successfully completed Algebra I in the 8th grade:
 - √ Advanced Geometry
 - √ Advanced Algebra II
 - √ Advanced Pre-Calculus
 - √ AP Calculus (and/or AP Statistics)
 - Typical sequence of courses for students who have demonstrated the need for additional classroom support and/or slower pacing to be successful in mathematics:
 - √ Algebra I
 - √ Geometry
 - √ Algebra II Part 1
 - √ *Algebra II Part 2/Trigonometry*
- NOTE: Students are placed in the above four courses through teacher recommendation or department head approval only.*

- Actual student paths over the course of four years may differ from the above examples. Placement of students in the appropriate level of a course is determined by mathematics teacher recommendations, and is done on a yearly basis.
- **Elective math courses do not satisfy mathematics credit requirements.**
- All courses count for one credit unless otherwise noted.

ALGEBRA I *1 Credit*

This course allows students to strengthen their understanding of Pre-Algebra concepts while studying topics in Algebra I. Students will have the opportunity to work with solving equations and inequalities in one variable, simplifying algebraic expressions, properties of exponents, linear equations and graphs. This course also includes integrated topics in geometry and statistics. **COURSE #1332**

ACADEMIC ALGEBRA I *1 Credit*

This course includes topics in algebra such as solving equations and inequalities in one variable, exponents and radicals, radical expressions, linear equations in two variables, and quadratic equations. The course also integrates topics from geometry, probability and statistics. Reading and problem solving are emphasized throughout the course. **COURSE #1334**

ALGEBRA II, PART 1 *1 Credit*

Prerequisite: Geometry

This course allows students to study a subset of topics from the Algebra II curriculum over the course of a full year. Topics include linear relations and functions, linear systems, matrices, polynomial operations and functions, quadratic functions, and an introduction to rational functions. Students who wish to complete the study of Algebra II should plan to follow this course with Algebra II Part 2/Trigonometry. **COURSE #1352**

ACADEMIC ALGEBRA II *1 Credit*

Prerequisite: Geometry

This course is intended for students who have demonstrated a sound understanding of the concepts studied in previous mathematics courses. There will be more emphasis on the structure of mathematics than in the Algebra II course. Topics such as trigonometry, logarithms, exponents, and complex numbers will be included. **COURSE #1354**

ADVANCED ALGEBRA II *1 Credit*

Prerequisite: Advanced Geometry; teacher screening

This course is intended for students who are ready for a more intensive study of algebra in preparation for Advanced Pre-Calculus and AP Calculus. In addition to the topics introduced in Academic Algebra II (above), students will study polynomial, radical, rational, exponential, and logarithmic functions and their graphs in depth. *This course requires summer work.* **COURSE #1356**

ALGEBRA II, PART 2 / TRIGONOMETRY 1 Credit

Prerequisite: Algebra II Part 1 or equivalent

This course provides students an opportunity to strengthen their understanding of algebraic concepts and reinforce skills developed in the first part of Algebra II. Additional topics studied include radical equations and complex numbers, rational functions, sequences and series, probability, and trigonometry. **COURSE #1357**

GEOMETRY 1 Credit

Prerequisite: Algebra I

This course follows Algebra I. It covers basic geometric topics using an activity approach. Students are encouraged to explore and investigate geometry using a variety of manipulatives and computer software. Topics covered include vocabulary, plane and solid figures, measurement, area, perimeter, volume, proportions, similarity, and if time permits, transformations, and trigonometry. Upon completion of this course, students would usually take Algebra II as the third course in a three-year sequence.

COURSE #1342

ACADEMIC GEOMETRY 1 Credit

Prerequisite: Algebra I

This course will help students develop an understanding of geometric figures and their properties. Skills in drawing, visualizing, and using geometric tools will be emphasized. Real-life applications will be included. Throughout the course, algebra will be integrated with geometric topics.

COURSE #1344

ADVANCED GEOMETRY 1 Credit

Prerequisite: Algebra I in the 8th grade

The course content is similar to that of Academic Geometry, but with additional emphasis on problem solving, trigonometry, and solid geometry. *This course requires summer work.*

COURSE #1346

PRE-CALCULUS 1 Credit

Prerequisite: Advanced Algebra II or Academic Algebra II with a grade of C or better

This course is intended for students who wish to continue their study of mathematics and prepare for post-secondary requirements. Topics such as quadratic functions, polynomial functions, rational functions, transformations of graphs, exponential and logarithmic functions, and trigonometric functions are studied. The course will provide the necessary background for college level calculus.

COURSE #1394

ADVANCED PRE-CALCULUS 1 Credit

Prerequisite: Advanced Algebra II; department screening

This course is intended for students who plan to study calculus, statistics or other college-level math courses in their senior or college years. All important pre-calculus topics are addressed, including but not limited to: polynomial functions, analytic geometry, exponential and logarithmic functions, complex numbers, trigonometry functions, sequences and series, matrices, combinatorics, probability and an introduction to calculus. *This course requires summer work.*

COURSE #1396

CALCULUS 1 Credit

Prerequisite: Pre-Calculus or Advanced Pre-Calculus with a grade of C or better

This course is offered to students who wish to prepare for post-secondary study in fields such as engineering, mathematics, physics, and applied science. Students will study topics such as limits, derivatives and their applications, and integral calculus with applications. *This course offers optional dual enrollment in USM Calculus A and the opportunity to earn 4 college credits.*

This course requires summer work. **COURSE #1392**

AP CALCULUS AB 1 Credit *Prerequisite: Pre-Calculus or Advanced Pre-Calculus; department screening*

This course is offered to students who want to prepare for a field requiring an extensive background in mathematics. Students will study all topics addressed in a first semester college calculus course, including limits, derivatives and integral calculus with applications. Students are prepared for the Advanced Placement Calculus Examination, which may enable them to earn college course credits. *This course requires summer work.* **COURSE #1365**

AP CALCULUS BC 1 Credit

Prerequisite: AP Calculus AB or instructor's permission

This course is offered to students who wish to enter college prepared to study multivariable calculus. The course will strengthen the student's mastery of the AB Calculus syllabus and extend to parametric, polar, and vector functions. It will expand the student's knowledge and understanding of limits, graphical behavior, derivatives, integrals and differential equations. This course will also introduce the student to polynomial approximations and series. Students prepare for the Advanced Placement BC Calculus Examination. *This course requires summer work.*

COURSE #1366

MATH ELECTIVE COURSES

*Elective courses do **not** satisfy mathematics credit requirements.*

COLLEGE READINESS MATH 1 Credit

Prerequisites: Algebra I, Geometry, Algebra II

This course is designed to deepen the core knowledge expected of students in college entry level mathematics courses. It provides the skill reinforcement and support needed for success in the transition from secondary to post secondary education. Students with Accuplacer Arithmetic and/or Algebra placement test scores below 65 and SAT scores below 490 are encouraged to enroll. *Elective courses do **not** satisfy mathematics credit requirements.* **COURSE #1330**

INTRODUCTION TO CODING $\frac{1}{2}$ credit

This semester course is designed as an introduction to the coding experience. No prior computer programming experience is needed. In this course students will create programs to solve problems and develop interactive games or stories that they can share. Fundamental coding concepts such as loops and function parameters will be explored. Upon completion of this course interested student may take Computer Science I. *Elective courses do not satisfy mathematics credit requirements.* **COURSE # 1340**

COMPUTER SCIENCE 1 Credit, but may be taken for $\frac{1}{2}$ credit per semester

Prerequisite: Algebra I

Designed to help students experience sound techniques of problem-solving through the use of the computer, this course is an introduction to programming in Java. Computer Science is a heavily lab-oriented, hands-on class where students are encouraged to develop their own problem-solving strategies. Students will solve problems involving business, science, mathematics, manufacturing, and construction. The course stresses the construction of software that is both user-friendly as well as well-documented. *Elective courses do not satisfy mathematics credit requirements.* **COURSE #1374**

AP COMPUTER SCIENCE A 1 Credit, but may be taken for $\frac{1}{2}$ credit per semester

Prerequisite: Computer Science or equivalent

This is both a course for potential computer science majors and a foundation course for students planning to study in other technical fields such as engineering, physics, chemistry, and geology. The course emphasizes programming methodology and problem-solving through hands-on lab experiences. Students are prepared for the Advanced Placement Computer Science A exam, which may enable them to earn college credits. (Pending School Board approval). *Elective courses do not satisfy mathematics credit requirements.* **COURSE #1375**

STATISTICS 1 Credit

Prerequisite: Pre-Calculus

This course is intended for students who plan to enroll in majors that use statistics, such as psychology, business, health science, sociology, history, education, science, pre-law, and engineering. Students will analyze data using the TI83 graphing calculator. The concepts studied include: organizing and exploring data, correlation and regression, sampling and experiments, and probability. Students may take this class concurrently with Pre-Calculus with math teacher recommendation. *Elective courses do not satisfy mathematics credit requirements.* **COURSE #1372**

AP STATISTICS 1 Credit

Prerequisite: Pre-Calculus

This course is intended for students who wish to move beyond the topics covered in Statistics, described above. A supplementary text is assigned, as the course features more rigorous problems and additional topics. Students may take this class concurrently with Pre-Calculus with math teacher recommendation. Students are prepared for the AP Statistics Examination, which may enable them to earn college credit. *Elective courses do not satisfy mathematics credit requirements. This course requires summer work.* **COURSE #1373**

MUSIC

Academic Planning Notes:

- All music courses address the Fine Arts credit requirement.
- All music courses, except Jazz Band and Songwriting, carry 1 Credit
- Advanced credit for the music department's band and chorus courses is available providing the student meets certain requirements. Interested students should see the department head for details.

CONCERT BAND

Prerequisite: demonstrated proficiency

Recommended level: 9-10

In this course, students perform standard concert band literature ranging in difficulty from grade III to grade VI. The first quarter of the year, the band marches in parades and parade competitions. The last three quarters of the year are spent on concert band literature with performances at school concerts and music festivals. In order to be in the band, a student must demonstrate a proficiency level that shows the student can be a contributing band member.

COURSE #2270

JAZZ BAND $\frac{1}{2}$ Credit

Prerequisite: Must be a member of Concert Band or Wind Ensemble and be selected by the instructor

Recommended level 9-12

This course is an opportunity for instrumental musicians` to explore and perform traditional big band jazz, grades III to V. There will be opportunities for students to learn to the art of jazz improvisation. The group rehearses once a week on Monday evenings from 6:00 to 8:00. Jazz Band performs at school concerts and assemblies, and also at other functions and festivals throughout the year. This is a half credit course. Attendance at rehearsals and performances is mandatory. **COURSE #2250**

WIND ENSEMBLE

Prerequisite: audition

Recommended level: 11-12

This course provides an opportunity for instrumental musicians to explore more difficult band literature for smaller groups, grade level III-VI. The ensemble has an extensive performance schedule throughout the year. At times, the Wind Ensemble will be combine with the Concert Band for performances, which include some parades (Memorial Day) and parade competitions (such as the Maine State Parade and the Maine Firefighters Convention Parade). The rest of the year is spent on advanced band literature with performances at school concerts and music festivals, both in state and regionally. Wind Ensemble is part of a sequence that begins in elementary school and continues through middle school and high school. **COURSE #2271**

CHAMBER SINGERS

Prerequisite: audition

Recommended level: 11-12

This course is offered to instruct singers, both male and female, who wish to explore more difficult choral literature for smaller groups, grade levels IV-VI. Music literacy instruction is offered to all members of the group. The ensemble has an extensive performance schedule at school concerts and festivals, both in state and regionally. **COURSE #2276**

CONCERT CHOIR

Prerequisite: demonstrated proficiency

Recommended level: 9-12

In this course, students perform standard choral literature, ranging in difficulty from grade III to grade V. Proper vocal technique and ensemble singing is stressed. The Concert Choir performs at school concerts and festivals. Students need not audition to enter this group but must maintain a level of proficiency that enables the student to be a contributing member of the ensemble. **COURSE #2272**

TREBLE CHOIR

Prerequisite: audition

Recommended level: 10-12

This course is offered to female singers who wish to explore treble (upper) voice choral literature, grade levels IV - VI. Music literacy instruction is offered to all members of the group. The ensemble has an extensive performance schedule at school concerts and festivals, both in state and regionally. **COURSE #2278**

ADVANCED MUSIC THEORY

Prerequisite: Introduction to Music Writing or permission of the instructor.

Recommended level: 12

Advanced Music Theory develops an in depth understanding of the fundamentals of music (notation, tonality, interval and chord identification) and explores melody, harmony, and rhythm as related to a variety of musical styles including popular, jazz, classical, and commercial music. The course uses an integrated approach to the development of written, aural, compositional and analytical skills including those necessary for digital composition and recording. The material and skills presented in this class are typical of a first year college music theory class. The student may choose to prepare for and take the AP Music Theory Examination at the end of the year. Advanced Music Theory presumes a working knowledge of music fundamentals: staff notation, scales, intervals, chords, keys, melody, and simple harmony. **COURSE #2292**

PHYSICAL EDUCATION

Academic Planning Notes:

- Physical Education credit required: 1
- Required courses: **PE I and PE II or OUTDOOR EDUCATION**
- Electives do not satisfy the state physical education requirement.

PHYSICAL EDUCATION I *½ credit*

Recommended level: 9

This course introduces students to the foundations of physical conditioning and personal wellness and teaches them how to assess their strength, flexibility, muscular endurance, and cardiovascular fitness. Students must complete specific common assessments that demonstrate achievement of the State Learning Standards in physical education. Students also participate in various types of fitness and individual lifetime activities. **COURSE #3279S**

OUTDOOR EDUCATION *½ credit*

Prerequisite: Physical Education I

*NOTE: Students may take and complete this course instead of **PE II** in order to earn required credit.*

Recommended level: 10-12

This course provides students with an alternative way to fulfill Maine's PE requirement. In an outdoor setting, course work introduces students to lifelong activities and living skills. Students will participate in team building activities, demonstrate the ability to navigate with a map and compass, and learn how to survive in various outdoor settings by using basic outdoor skills. **COURSE #3292S**

PHYSICAL EDUCATION II *½ credit*

Prerequisite: Physical Education I

Recommended level: 10-12

Students are introduced to and select from a variety of recreational and lifetime activities to fulfill Maine's PE requirement. In this course, students have the opportunity to explore and participate in activities that are designed to enhance personal fitness and cognitive, social, and psychomotor skills. Students in this course must also complete specific common assessments that demonstrate their achievement of the State Learning Standards in physical education. **COURSE #3289S**

PHYSICAL EDUCATION ELECTIVES

NOTE: These courses do NOT address Maine's physical education requirement.

COMPETITIVE ATHLETICS ½ credit

Prerequisite: Successful completion of PE I and PE II or Outdoor Education

Recommended Level: 11-12

This course is designed for the student who likes to participate in a highly competitive sports environment and is willing to work cooperatively with classmates. Students learn how to strategize, develop team concepts, exhibit proper sportsmanship, and experience a team atmosphere. Activities may include basketball, soccer, ultimate frisbee, or others chosen by individual class sections. **COURSE #3285**

STRENGTHENING AND CONDITIONING ½ credit

Prerequisite: Successful completion of PE I and PE II or Outdoor Education

Recommended level: 11-12

This course gives students the opportunity to improve fitness and exercise levels within the field of weight training. The focus of this course is the proper use of resistance training to increase strength and agility, incorporated with cardiovascular exercise to promote healthy body.

COURSE #3286

FIT FOR LIFE 1 credit

Recommended level: 10-12 (9th grade with teacher permission)

Are you looking to make some changes in your life? Maybe you want to be in better shape or learn how to eat healthier. The focus of this year-long class is to develop an appreciation for a healthy lifestyle that promotes good overall health. Overall, the goal is to help students develop new lifestyle skills to live healthier with an emphasis on developing better eating habits and participation in daily physical activity.

COURSE #3380

NOTE: This course does NOT address Maine's health OR physical education requirement.

SCIENCE

Academic Planning Notes:

In selecting science classes, students and parents are asked to be mindful of the following:

- * Students need **AT LEAST** three (3) credits of science to graduate
- * Students need to have educational experience in Physical Science, Biology, Chemistry and Physics.
- * Students looking to take ONLY 3 years of Science NEED to enroll in Physical Science, Biology, and Chemistry/Physics.
- * **Specific courses recommended for post-secondary education: Physical Science, Biology, Chemistry and Physics**
- *The typical sequence for science courses is:
Physical Science (9th grade), Biology (10th grade), Chemistry (11th Grade) and Physics (12th Grade).

*All of the core courses, Physical Science, Biology, Chemistry and Physics are lab based science courses. Many competitive institutions **suggest** the inclusion of another advanced level laboratory science course in addition to completion of Physical Science, Biology, Chemistry, and Physics.

*Students looking to take only 3 years of Science should enroll in Physical Science, Biology, Chemistry and Physics.

* Courses marked with an asterisk (*) include 50% more instructional time.

* Students who wish to enroll in Advanced Placement or "honors" level science courses must complete announced screening requirements in the spring prior to enrollment. Check with the science department head for additional information, including specific screening dates and deadlines.

* Three and four year Vocational students have modified graduation requirements. They should check with their guidance counselor and/or the science department chair on what courses are required.

Guidelines for Credit Recovery:

* Students who do not pass Science I must either take Physical Science Credit Recovery or retake a Physical Science course. They may take this at the same time as Biology with Department Head permission.

* Students who do not pass Biology must either take Biology Credit Recovery or retake a Biology course. They may take this while taking Chemistry with Department Head permission.

* Students who do not pass Chemistry should enroll in Chemistry/Physics to earn their third science credit.

SCIENCE I

Recommended Level: Grade 9

Students take one of the following courses:

PHYSICAL SCIENCE LITERACY 1 Credit

In this course you will: discover the nature of the scientific method; learn about technology and mathematics; develop the ability to evaluate scientific data; practice scientific communication and scientific reasoning; participate in the team learning and discovery process; and strengthen your knowledge of science. Major areas of study include scientific method, weather and climate, astronomy/cosmology, electromagnetic. This course focuses on improvement in literacy.

COURSE #1420

ACADEMIC PHYSICAL SCIENCE I 1 Credit

Academic Physical Science I provide students with an opportunity for a lab science class in their first year of high school. The focus will be on making observations and gathering evidence in order to develop a deep understanding of the science content as well as of the nature of science and the skills of scientific reasoning and critical thinking. Major areas of study include spectrum and a basic introduction to chemistry. Independent research projects with oral presentations, readings, homework, and library and Internet research are required. **COURSE #1423**

PHYSICAL SCIENCE CREDIT RECOVERY 1 Credit (Semester Course)

This course is specifically designed for students that need to earn their physical science credit after not successfully meeting the standards the first year. Students will review the physical science learning results and work towards meeting the standards. Students are placed into this course based on their prior performance in physical science I. This course may be paired with Biology with department head approval. **COURSE #1421**

SCIENCE II

Prerequisite: Science I

Recommended Level- Grade 10

Students take one of the following courses:

BIOLOGY 1 Credit

Students are introduced to a variety of topics in the field of biology. Topics include: ecology, cells, heredity and reproduction, and evolution. In-class lab exercises are assigned along with other in-class work, homework and readings. Projects involving library and independent research and oral presentations are also required. **COURSE #1443**

ACADEMIC BIOLOGY 1 Credit

This course involves the more in-depth scientific study of life. The course is faster paced and includes more in-depth material for students who have demonstrated higher levels of science achievement. Topics include: ecology, cells, heredity and reproduction, and evolution. Frequent lab exercises, independent projects with oral presentations, readings, homework, and library and Internet research are required. **COURSE #1444**

HONORS BIOLOGY* 1½ Credits

Prerequisites: Algebra II; department screening including successful completion of summer work.

Honors Biology is intended to challenge and prepare students for more rigorous science courses. Students will practice and apply critical thinking, data analysis, and essay and laboratory writing skills. Students are expected to conduct a research project, complete extra readings, and keep an ecology journal. Topics include: ecosystem, cells, heredity and reproduction, evolution. Students must complete department screening process and required summer work. **COURSE #1450**

HONORS BIOLOGY LAB

Prerequisite: Current enrollment in Honors Biology

This lab will meet for an entire period during only the fall semester.

COURSE #1451S LAB

BIOLOGY CREDIT RECOVERY 1 Credit (Semester Course)

This course is specifically designed for students that need to earn their biology science credit after not successfully meeting the standards the first year. Students will review the biology science standards and work towards meeting the standards. Students are placed into this course based on their prior performance in biology. This course may be paired with Chemistry with department head approval. **COURSE #1442**

SCIENCE III

Prerequisite Science I and II

Recommended Level- Grade 11

Students take one of the following courses:

CHEMISTRY 1 Credit

Prerequisite: Science II and Algebra I

This fundamental course in chemistry introduces students to its basic principles. The presentation of materials is primarily descriptive. There is an emphasis on the responsibility of the student in the learning process. Areas of study include scientific measurement, atomic structure, chemical formulas and equations, matter and energy, behavior of gases, the periodic table, and chemical bonding.

COURSE #1448

ACADEMIC CHEMISTRY 1 Credit

Prerequisites: Algebra II (or concurrent enrollment)

This is a challenging course in the general concepts of chemistry. It is structured similarly to a college course, with a major emphasis on the application of math skills and on the responsibility of the student in the learning process. Areas of study include scientific measurement and calculations, atomic structure, chemical formulas and equations, energy changes, behavior of gases, the periodic table, and chemical bonding. Students must provide their own scientific calculators. **COURSE #1454**

HONORS CHEMISTRY* 1½ Credits

Prerequisites: Algebra II; department screening including successful completion of summer work

This exceptionally challenging course is for students who have previously shown a strong aptitude for science. This course moves through complex material at a rapid pace. Topics include scientific measurement, atomic and molecular structure, chemical formulas and equations, stoichiometry, oxidation-reduction reactions, electrochemistry, kinetic theory, and acid-base theory. Students must complete department screening process and required summer work. Students are expected to provide their own scientific calculators. **COURSE #1457**

HONORS CHEMISTRY LAB

This lab will meet for an entire period during only the fall semester.

COURSE #1456S LAB

CHEMISTRY/PHYSICS. 1 Credit

Recommended level: Grade 11-12

This full year course introduces students to fundamental concepts in chemistry and physics. Topics covered include scientific measurement, force and motion, nuclear physics, states of matter, atomic structure, chemical bonding and reactions, and energy with emphasis on consideration of alternative energy sources. **COURSE #1458**

SCIENCE IV

Prerequisite: Science I, II and III

Recommended Level- Grade 12

Students take one of the following courses

PHYSICS 1 Credit

Prerequisite: Algebra I

This course is designed for students who plan to further their education beyond high school, but who have had difficulty mastering complex algebraic and trigonometric concepts. Several course objectives are designed to help students improve their problem solving and mathematical skills. Topics include: kinematics, Newton's laws, motion in two dimensions, impulse momentum, nuclear physics, and energy with emphasis on consideration of alternative energy sources. Activities help students develop physics concepts that apply to every day experiences.

Students are expected to provide their own scientific calculators, keep a physics notebook, and complete daily assignments. **COURSE #1462**

ACADEMIC PHYSICS 1 Credit

Prerequisite: Algebra II

This rigorous course addresses the following topics: kinematics, Newton's laws, motion in two dimensions, impulse momentum, nuclear physics, and energy with emphasis on consideration of alternative energy sources. There is a major emphasis on the role and responsibility of the student in the learning process. The course explores the nature of physics conceptually, mathematically, and experimentally. Strong math and writing proficiencies are essential for student success. Students are expected to provide their own scientific calculator, keep a physics notebook, and complete daily assignments. **COURSE #1464**

HONORS PHYSICS*. 1½ Credits

Prerequisites: Advanced Algebra II; department screening, including successful completion of summer work

This level of physics is more demanding than Academic Physics. Topics include: kinematics, Newton's laws, motion in two dimensions, impulse momentum, fluid mechanics, modern physics and energy with an emphasis toward alternative energy sources. As compared to academic physics, there is an even greater emphasis on the responsibility of the student in the learning process. The approach of this course allows for a deeper exploration of the content, and requires very strong math skills along with the ability to independently design and conduct experiments. Though this course is not designed to prepare students for AP Physics examination, materials are available for home study. Students must complete department screening process and required summer work. Students are expected to provide their own scientific calculator, keep a physics notebook, and complete daily assignments.

COURSE #1469

HONORS PHYSICS LAB

This lab will meet for half of a period all year long. Students can enroll in both Honors Physics and Advanced Placement science course. If an advanced placement science course is not chosen, a half-period study hall will be assigned. **COURSE #1470S LAB**

SCIENCE ELECTIVES

NOTE: these courses do NOT fulfill scope and sequence requirements associated with Science I-III coursework.

ASTRONOMY *½ Credit*

Prerequisite: Physical Science and Algebra I

Recommended level: 10-12

Astronomy surveys the universe, from solar system bodies to galaxies. Students consider theories about the scale, content and motion of objects in space from both historical perspectives and through the use of current technologies. Techniques include: field observation, scientific research and digital production. The course prepares students for careers in science research or astronomy and invites lifetime astronomical involvement. Students work in teams and individually with telescopes and imaging systems, conduct authentic research, and present their findings. **COURSE #1485S**

AP BIOLOGY* *1½ Credits*

Prerequisite: Science I–III, department screening including successful completion of summer work.

Recommended level: 12

This introductory college level course is for students who want to pursue a college major in any branch of the sciences. The revised AP Biology course focuses on inquiry-based learning of essential concepts and will help students develop the reasoning skills necessary to engage in science practices. Students who take class will develop advanced inquiry and reasoning skills such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts. This course is equivalent to a two-semester college introductory biology course. The course is organized around the following the big ideas: (1) The process of evolution drives the diversity and unity of life, (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, (3) Living systems store, retrieve, transmit and respond to information essential to life processes, and (4) Biological systems interact, and these systems and their interactions possess complex properties. This course requires extensive readings and a demanding laboratory program. Students are expected to take the AP Examination in May. Students who do not take the AP Examination will have their transcripts amended to “Advanced” rather than “Advanced Placement. Summer work is required. **COURSE #1447**

AP BIOLOGY LAB

This lab will meet for half period all year long. Students can take both AP Biology and Honors Physics. If Honors Physics is not chosen, a half-period study hall will be assigned. **COURSE #1446S LAB**

AP ENVIRONMENTAL SCIENCE* 1½ Credits

Prerequisite: Completion of Academic or Honors Biology; department screening including successful completion of summer work

Recommended level: 11-12

This introductory college level course concerns the science of environmental problems, processes, and solutions. Students explore the interrelationships of the natural world and the impacts of humans. Students are exposed to several field techniques used to gather environmental data. Specific topics include land, air, and water pollution, biodiversity, global climate change, energy, public health, urban planning, and sustainability. Students are expected to take the AP Examination in May. Students who do not take the AP Examination will have their transcripts amended to “Advanced” rather than “Advanced Placement”. Summer work is required. **COURSE #1482**

AP ENVIRONMENTAL SCIENCE LAB

This lab will meet for half period all year long. Students can take both AP Environmental Science and Honors Physics. If Honors Physics is not chosen, a half period-study hall will be assigned.

COURSE #1483S LAB

FORENSIC SCIENCE ½ Credit

Prerequisite: Science I, Science II

Recommended level: 11-12 (10th with department head approval)

This course focuses on practices associated with the analysis of physical evidence found at crime scenes. The fundamental objective is to teach the basic processes and principles of scientific thinking and apply them to solve problems that are not only science related, but also cross the curriculum with critical thinking skills. Topics include: Observation skills, Types of evidence, Impression evidence, Forensic Law, Fingerprints, Hair, Fibers, Toxicology, Soil and Glass Analysis, Blood, DNA, and Entomology. Frequent readings of case studies, discussions, homework, lab exercises and independent projects are required. **COURSE #1497S**

HUMAN ANATOMY AND PHYSIOLOGY 1 Credit

Prerequisites: Completion of Honors or Academic Biology and completion or concurrent enrollment in Honors or Academic Chemistry

Recommended level: 11-12

This course provides mature students with an opportunity to explore and apply knowledge of the human body. The major organ systems of the body will be studied including skin and body membranes, skeletal system, muscular system, nervous system, senses, endocrine system, blood, cardiovascular system, lymphatic system and body defenses, respiratory system, digestive system and metabolism, urinary system and reproductive system. Frequent readings, discussions, homework, lab exercises and independent projects are required. **COURSE #1496**

INFECTIOUS DISEASE ½ Credit

Prerequisite: Science I

Recommended level: 11-12 (10th with department head approval)

This course focuses on the biology of bacteria, viruses and prions and the response of human immune system. Topics of epidemiology and public health are introduced. The historical relevance of epidemics is also presented. This course will require various readings and research projects. Students who want to learn about infectious disease globally including past and present issues, and may be thinking about a career in the health field or just have a curiosity about public health are encouraged to take this course. **COURSE #1492S**

MARINE SCIENCE ½ Credit (school years beginning with odd years)

Prerequisite: Science I

Recommended level: 10-12

Students explore the relationships between the physical, geological, and chemical properties of the oceans and the ecological, environmental and evolutionary positions occupied by marine organisms. Students examine and at times use technologies for investigating oceans. Mankind's actions and their impact on the quality of our oceans are examined with an emphasis on the New England area. This is a laboratory-based course featuring individual research projects, and library and Internet research. **COURSE #1495S**

SOCIAL STUDIES

Academic Planning Notes:

- **Social Studies credits required: 3** (Social Studies I-III). All students must complete required common assessments embedded in Social Studies I-III courses.
- Many students enroll in one or more additional social studies courses during their final two years of high school or earlier with department head approval.
- Some sections of Social Studies I and Academic English I are linked through an integrated, interdisciplinary curriculum.

SOCIAL STUDIES I

9th grade students take the two semester courses that follow:

ACADEMIC INTRODUCTION TO WORLD RELIGIONS. ½ credit (fall semester)

Why is there religion? What its purpose? This course will explore the origins, history and practices of different religious traditions. **COURSE #1535S**

ACADEMIC WORLD GOVERNMENTS. *½ credit (spring semester)*

This course examines the purpose of government and various types of governments present in the world today. Students will be introduced to a variety of types of government and will use current and/or historical issues in a handful of countries to evaluate and discuss the role of government in those places. In the unit of American government emphasis will be placed on the structure of the U.S. government, paying special attention to essential democratic principles such as limited government and the rights and responsibilities of citizens. **COURSE #1536S**

SOCIAL STUDIES II

Prerequisite: Social Studies I

10th grade students take the two semester courses that follow or screen for AP European History

ACADEMIC COMPARATIVE ECONOMICS. *½ credit (fall semester)*

This course will start with an examination of the basic origin and structures of various economic models. ‘What defines wealth?’ and ‘How do people manage their wealth?’ are some of the questions that will be addressed in the first part of the course. The second half of the course will have a more in-depth study of the American school of economics and its blending of the traditional economic systems. **COURSE #1546S**

ACADEMIC AMERICAN FOREIGN POLICY *½ credit (spring semester)*

In this course, students will be asked to develop their views on how both the United States and the individual student should interact with the rest of the world. This will be accomplished by having students analyze case studies within broader themes such as the environment, terrorism, foreign aid, genocide, conflict resolution, immigration and international rivalries and competition. **COURSE #1547S**

AP EUROPEAN HISTORY *1 Credit*

Prerequisite: department screening, including completed summer work

Recommended level: 10

This course, for the student who wants to prepare for the Advanced Placement European History Examination, deepens the student’s knowledge and understanding of European history. The course offers an in-depth look at selected areas of the history of Europe and related topics. College level materials are used in class. Strong emphasis is placed upon analytical writing, examination of historical schools of thought, and the ability to express points of view in both written and verbal modes. **COURSE # 1548**

SOCIAL STUDIES III

Prerequisite: Social Studies II

*In order to fulfill Maine's US History requirement, 11th grade students take one of the fall **and** one of the spring semester courses that follow **or** they may screen for AP United States History, which is a year long course.*

ACADEMIC US HISTORY

US HISTORY I: 1775-1914 ½ Credit (fall semester)

In this course, students study major events, themes, and patterns in United States history from the beginning of the American Revolution up to World War One. Students will develop key skills such as understanding historical cause and effect, analyzing sources, making historical interpretations of events, and making oral and written arguments to defend their history-based opinions. **COURSE # 1550S**

US HISTORY II: 1914 – PRESENT ½ Credit (spring semester)

In this course, students study major events, themes, and patterns in United States history from World War One to the present day. Students will develop key skills such as understanding historical cause and effect, analyzing sources, making historical interpretations of events, and making oral and written arguments to defend their history-based opinions. **COURSE # 1551S**

Southern Maine Community College Dual Enrollment Courses

HIST 130, UNITED STATES HISTORY TO 1877 ½ Credit MTA; 3 Credits SMCC (fall semester) *Prerequisite(s): SAT Critical Reading Score of 450 or higher. Accuplacer scores: Reading Comprehension 68, Sentence Skills 74*

This is an introductory survey covering the history of the United States through Reconstruction. This course is designed to acquaint students with most major topics in the American experience ranging from the origins of British settlement in North America through the Civil War and the end of reconstruction in 1877. This course will explore the cultures that discovered and created American society and the interactions of European, Native American and African peoples. This course also will introduce students to the process of thinking historically, with a focus on original historical sources.

COURSE # 1575S

HIST 135 UNITED STATES HISTORY SINCE 1877 ½ Credit MTA; 3 Credits SMCC (spring semester)

Prerequisite(s): SAT Critical Reading Score of 450 or higher. Accuplacer scores: Reading Comprehension 68, Sentence Skills 74

This is an introduction survey covering the history of the United States since the end of Reconstruction. This course is designed to acquaint students with most major topics in the American experience ranging from the aftermath of the Civil War through the contemporary period. Some of the key topics to be covered include: industrialization, progressivism, World Wars I and II, the Great Depression and the Civil Rights Movement. This course also will introduce students to the process of thinking historically, with a focus on original historical sources. **COURSE # 1576S**

AP UNITED STATES HISTORY 1 Credit

Prerequisite: department screening, including summer work

This course, designed for the student who wishes to prepare for the Advanced Placement US History Examination, provides an in-depth examination of US history. College level materials are utilized and a heavy emphasis is placed upon analytical writing, examination of historical schools of thought and the ability to express points of view in a seminar format. There is required summer work for this course. **COURSE #1559**

SOCIAL STUDIES ELECTIVES

NOTE: these courses do NOT fulfill scope and sequence requirements associated with Social Studies I-III coursework.

AMERICA AT WAR ½ Credit

This course considers the impact of both World War I and World War II on the development of the United States. A great deal of emphasis will be placed on the question of why the United States changed its foreign policy from one of isolationism to one of intervention. Other topics will include how the wars affected race relations and women's roles in the United States, how technology affected the wars and how the wars made the United States a super power. *NOTE: This does NOT fulfill the Social Studies I, II or III requirements* **COURSE #1553S**

ART & SOCIETY, PART 1 and PART 2 ½ Credit (up to 1 Credit for year)

Recommended level: 11-12

These two semester-length courses examine the creative impulse throughout Western history. Semester 1 features art, architecture and culture from the prehistoric to medieval eras, while semester 2 focuses on the modern period (the Renaissance to the present). Students uncover the artistic and intellectual advances in history and their connection to society through classroom discussions, analysis of written and visual works as well as studio art experiences involving various media. The courses will be taught by a pair of teachers from both the Visual Arts and Social Studies departments. *NOTE: This does NOT fulfill the Social Studies I, II or III requirements.*

PART 1 COURSE # 1562S (semester 1)

PART 2 COURSE #1563S (semester 2)

CURRENT EVENTS ½ Credit

Recommended level: 11-12

This course is ideal for students who love discussing current events or for students who want to become more informed about what is happening in the world today. Students will examine a number of issues through readings and documentaries and participate in lively discussions with their classmates. The course content is constantly in flux as the news guides the work throughout the semester. Student interest determines the issues students research and discuss (i.e. death penalty, the Second Amendment, abortion, global warming, privacy rights, ISIS). *NOTE: This does NOT fulfill the Social Studies I, II or III requirements.* **COURSE #1585S**

PSYCHOLOGY ½ Credit

Recommended level: 11-12

This course gives the student a basic understanding of individual human behavior. The course covers topics such as motivation, perception, communication, learning, thinking, personality, and abnormal behavior. Students develop an understanding of these topics through experiments and consideration of human experience. *NOTE: This does NOT fulfill the Social Studies I, II or III requirements.*

COURSE# 1561S

SOCIOLOGY ½ Credit

Recommended level: 11-12

The study of sociology involves learning about relationships within groups and in social institutions. The course provides students with a basic and practical knowledge of the working relationships within cultures, families, groups, institutions, and belief systems. Principles are applied to social problems and issues, addressing topics such as the family, religion, poverty, population, values, and education. *NOTE: This does NOT fulfill the Social Studies I, II or III requirements.* **COURSE # 1560S**

MYTHOLOGY ½ credit

Recommended Level: 11-12

Using an interdisciplinary approach using art, literature and film, this course will focus on how mythology reflects cultural beliefs, both past and present. A broad examination of myths from different cultures will help illustrate the purposes and universal themes expressed in mythology such as creation/origin, heroism, sacrifice, death or justice. Students should develop and awareness of the presence and role of mythology in our culture and be able to make connections between myths from different cultures and time periods. **CPURSE #1562**

AP U. S. GOVERNMENT & POLITICS 1 Credit

Prerequisite: Social Studies III

Recommended level: 12

This Advanced Placement course provides students with the opportunity to fully understand and appreciate the profound impact that government has on our lives. We will examine the foundations and structure of American government, including early American history, the Constitution, political parties, elections, media, special interest groups, and current events. *NOTE: This does NOT fulfill the Social Studies I, II or III requirements.* **COURSE #1564**

VISUAL ARTS

Academic Planning Notes:

- The Department recommends that at least ½ credit in the Visual Arts be completed prior to grade 11.
- **Foundations in Visual Arts is a prerequisite for all visual arts courses taken** freshman year.
- Students planning to take visual arts courses to fulfill the Fine Arts requirement are encouraged to take Foundations in Visual Arts.
- Many students exceed the minimum Fine Arts credit requirement by taking several visual arts courses.

CERAMICS 1/2 Credit

Prerequisite: Foundations in Visual Arts in grades 9 or 10

Designed for the student who chooses to work intensely with clay, the course teaches the skills and processes involved in pottery. Various hand-building techniques, work on the potter's wheel and the production of functional and non-functional as well as sculptural clay objects are taught. Through this course, a student is able to focus on technical, historical, aesthetic, cultural and contemporary concerns of clay workers as they develop their own personal and artistic ways of working. **COURSE #2186S**

INTERMEDIATE CERAMICS 1/2 Credit

Prerequisite: Ceramics, Foundations in Visual Arts in grades 9 or 10

This course should be taken the second semester after Ceramics. Students in this course will be building on their basic skills in hand building and wheel throwing with clay, improving craftsmanship and confidence. Both the creation of non-objective and utilitarian pieces will be explored. The overall goal is to allow the student to grow as an artist through the study and become more self aware of their art. This course is recommended pre-requisite before taking AP 3D design. COURSE # 2187S

AP 3-D CERAMICS 1 Credit

Prerequisite: Department screening or a grade of C or higher in Intro to Ceramics or Sculpture

Advanced Ceramics is a semester long course that elaborates on the many different means of working with clay and related sculptural materials as artistic medium. Understanding and working with the principles of design will be stressed throughout this course as well as relationships of form to historical and cultural periods. Because of the advanced level of the assigned work, previous classes in ceramics and/or sculpture are required. This means that it will be possible for students who are seriously interested in a particular area to submit an AP Portfolio in that media. **COURSE# 2184S**

DIGITAL MULTIMEDIA ART ½ Credit

Prerequisite: Foundations in Visual Arts in grades 9 or 10

We encounter computer generated imagery everyday, but is it art? Students will develop their own answer to this question by exploring the influences that computers and other multimedia tools have had on art. By learning concepts and techniques related to computer-manipulated imagery, students will discover new ways to problem solve visually. Students will gain practical knowledge related to computer design as well as conceptual methods of expressing themselves. Communicating through digital media tools will expand student knowledge of the elements and principles of design and help them understand how the digital age has impacted cultures in the 20th-21st century. **COURSE #2110S**

DRAWING ½ Credit

Prerequisite: Foundations in Visual Arts in grades 9 or 10

Drawing is an art form and means of personal expression. Its practice increases visual literacy: understanding what and how we see. Design elements of drawing are studied including historical study of visual communication. Visual observation, basic media skills, and creative uses of drawing are stressed. Various drawing media such as pencil, ink, charcoal, mixed media and the computer are explored as drawing tools. **COURSE #2172S**

AP 2-D DRAWING/DESIGN 1 Credit

Prerequisite: Department screening or a grade of C or higher in Drawing, Painting or Photo

Advanced Painting and Drawing is a semester long course that allows students to develop greater command of technical skills, various media, and advanced vocabulary, while pursuing more thematic depth and complexity, and a wider range of creative responses in their work. Overall, it is a “Portfolio Preparation” course meant to build and refine 2-D work for college and AP Studio Art Portfolios, or for personal interest. Thus, another major emphasis of the class is on the development of personal work, leading students to explore artistic interest and intent. This course prepares the student to submit a portfolio of two dimensional work in painting, drawing, design, and printmaking. It is recommended that students have previously taken Foundations, Studio Art, and other related art courses.

COURSE# 2166S

FOUNDATIONS IN VISUAL ARTS ½ Credit

Recommended level: 9-10

This course is available to students who wish to partially fulfill the fine arts requirement, as well as students who are considering taking other arts courses later during high school. Students develop a visual and aesthetic “foundation” on which to build by increasing their exposure to the visual world, enlarging their visual vocabulary and experience, improving their skills in visual expression, and making them more aware of their visual surroundings. Students will use design elements and principles in a variety of media such as paint, printmaking, drawing, and 3-dimensional forms. **COURSE #2179S**

INTERMEDIATE 2D DESIGN *½ Credit*

Prerequisite: Drawing, Painting or Photography

Students will build on the composition & design skills they developed in the previous courses. This course allows students to not only develop skills in their preferred 2D medium, but gives additional opportunities to explore what artistic intention is. The subjects of portraiture, altered reality, & an artistic sense of place will be investigated. Taking this course will prepare students who are interested in taking AP 2D Drawing/Design. **COURSE #2165S**

INTERMEDIATE 2D DESIGN PART 2 *½ Credit*

Prerequisite: Drawing, Painting or Photography

Students will create an independent body of 2-D work with a cohesive theme of their choosing. Students should prepare to work in a medium that they are familiar with. This course will help with the development of personal work, leading students to explore artistic interest and intent. Taking this course will prepare students who are interested in taking AP 2D Drawing/Design. It is not a requirement to take part one of intermediate design to enroll in this course. **COURSE #2167S**

PAINTING *½ Credit*

Prerequisite: Foundations in Visual Arts in grades 9 or 10

Students experience various painting media and techniques. Students come to understand the expressive qualities of acrylic, watercolor, and tempera through their work. In addition, the historical significance of artists as reflectors of their time is studied providing a context for understanding of visual art. In applications including drawing assignments, written responses and studio work, students will demonstrate understanding of painting's visual language. **COURSE #2183S**

PHOTOGRAPHY. *½ Credit*

Prerequisite: Grade 11-12 (grade 10 must be approved by art teacher)

A visual language, photography is part of contemporary communication and culture. Black and white photography, both analog and digital, is the medium used to learn the language. Students encounter the elements and principles of design, the history and appreciation of photography, the use of 35mm analog cameras, developing film, and darkroom techniques as well as non-silver processes. The digital component of the course will involve the digital camera, scanning negatives and positives, and preparing images on the computer to make black and white inkjet and laser prints. Emphasis is placed on seeing, analyzing, and creating through structured photographic assignments, written analyses of master photographers, journals, readings, and group discussions. **COURSE #2170S**

SCULPTURE. *½ Credit*

Prerequisite: Foundations in Visual Arts in grades 9 or 10

Sculpture is an intermediate course for students who enjoy working with clay, plaster, wood, wire, and mixed media. The course concentrates on developing technical skills and artistic appreciation of successful three-dimensional artwork. Studio projects will be tied to discussion of art historical topics and/or uses of art in modern societies. Lessons will include studio work and class discussions in which students are required to participate. Students should have some understanding of the elements and principles of art and other concepts fundamental to art making, which will be further developed. The dynamics of the spatial aspects of an object and how an idea develops into an art form are investigated. Students will carve, cast and assemble in three dimensions with clay, metal, plastic, wood, plaster, found objects and more. **COURSE #2197S**

WORLD LANGUAGES

Academic Planning Notes:

- Students interested in pursuing post-secondary education (particularly 2 or 4 year college programs) are expected to have completed at least 2 years of a World Language, and many colleges require 4 years at the high school level.
- Placement in various course levels depends upon proficiency.

WORLD LANGUAGE I *1 Credit*

(Spanish, French, and German)

This course is for students beginning a language or continuing with their middle school introduction to that language. Students will aim to meet the novice-mid level of proficiency (ACTFL Guidelines) in the four linguistic skill areas (speaking, listening, reading and writing), as well as cultural understanding.

FRENCH – COURSE #1238

GERMAN – COURSE #1236

SPANISH – COURSE #1232

WORLD LANGUAGE II *1 Credit*

(Spanish, French, and German)

Prerequisite: World Language I

Students will be able to communicate in the present and past. They will be able to produce sentences and strings of sentences while comprehending more advanced structures. Students will strive to meet novice-high level of proficiency (ACTFL Guidelines).

FRENCH – COURSE #1248

GERMAN – COURSE #1246

SPANISH – COURSE #1242

WORLD LANGUAGE III 1 Credit

(Spanish, French, and German)

Prerequisite: World Language II or I Advanced

Students will be able to produce written and spoken language in the present, past, and future. They will communicate using strings of sentences and paragraphs aiming to reach the intermediate-low level of proficiency (ACTFL Guidelines). Their increase in vocabulary will aid in understanding more complicated texts and films.

FRENCH – COURSE #1258

GERMAN – COURSE #1256

SPANISH – COURSE #1252

WORLD LANGUAGE IV 1 Credit

(Spanish, French, and German)

Prerequisite: World Language III

Students will be able to produce written and spoken language in the present, past, future. They will learn to express themselves in hypothetical situations as well as analyze, compare and contrast. Students will strive to communicate at the intermediate-mid level of proficiency (ACTFL Guidelines).

FRENCH – COURSE #1298

GERMAN – COURSE #1296

SPANISH – COURSE #1292

WORLD LANGUAGE V 1 Credit

(Spanish, French and German)

Prerequisite: World Language IV

Students will do an in-depth study of all previously learned tenses and strive to produce language at the intermediate-high level of proficiency (ACTFL Guidelines). Students will hone their skills by viewing full-length films, debating global current events, reading and discussing literature, creating skits and stories and occasional exchanges with schools in other countries. These courses will require the ability to work independently, individually, and in small groups.

FRENCH – COURSE #1268

GERMAN – COURSE #1266

SPANISH - COURSE #1262

REGION TEN TECHNICAL HIGH SCHOOL

Region Ten Technical High School is located in Brunswick and serves the needs of Freeport, Brunswick, and Mt. Ararat students. Students are transported to Region Ten for half day morning or afternoon programs. Three elective credits are awarded for a full year's attendance at Region Ten. Region Ten has developed articulation agreements and dual enrollments with some post-secondary schools which means that these colleges will award credit for work completed at Region Ten. Opportunities are available for students in E.M.T. Basic, Food Trades, Metal Fabrication and Welding, Automotive Technology, Auto Collision Repair, Commercial Art, Early Childhood Education, Firefighting I & II, Health Occupations and Outdoor Power.

Academic Planning Notes:

- A full year Region Ten course usually represents 3 credits / three Carnegie units. Check to be sure of your credit status.
- Certain Mt. Ararat credit requirements may be modified for Region Ten students. Please consult your guidance counselor for details.
- A course called **TECHNICAL ENGLISH** is available at Region Ten for students whose course load would otherwise prevent them from scheduling a technical program. Permission from guidance counselor is required for enrollment in Technical English.

AUTO COLLISION REPAIR

Students enrolled in this course will receive instruction on how to safely and productively perform all phases of collision repair and refinishing. This program is divided in four courses consisting of: painting and refinishing, non-structural analysis and damage repair, mechanical and electrical components. Automotive refinishing is a major component of this program. Color mixing, matching, tinting and blending techniques are explored emphasizing hands-on experience. Upon completion of this course, the student should be able to enter the work force at an entry level position or move on to a technical college to further advance their skills. Students are encouraged to participate in Skills USA (student organization) to enhance their leadership opportunities and compete at both state and national levels. This program has a dual enrollment with Northern Maine Community College for OSHA 10 Hour Card and articulation agreements for automotive refinishing with Ohio Technical College and Universal Technical Institute.

COURSE #7040

AUTOMOTIVE TECHNOLOGY I *NOTE: morning only*

The Automotive Technology I program introduces students to the world of automotive maintenance and repair through a combination of classroom training and shop work on customer vehicles. Students will gain the knowledge, skills and attitudes necessary to safely work in a shop setting using the tools and equipment to perform professional repairs on modern vehicles. Utilizing national, state, and local resources including standards set by NATEF (National Automotive Technicians Education Foundation) and the Maine Department of Education, students will have the opportunity to earn professional certifications from ASE (Automotive Service Excellence) and a Maine State Inspection License. In addition, articulation agreements with post-secondary programs have been established to award college credit for students wishing to further their education after high school. Units covered during this first-year program include comprehensive safety training, Brake Systems, Electrical and Electronic Systems, Engine Performance, and Steering and Suspension Systems. Professional development for students is enhanced through the Ford/AAA Student Auto Skills Challenge and Skills U.S.A. Class meets Monday-Friday for 2.5 hours in the AM session only. Students are encouraged to participate in Skills USA (student organization) to enhance their leadership opportunities and compete at both state and national levels. **COURSE #7042**

AUTOMOTIVE TECHNOLOGY II *NOTE: afternoon only*

Prerequisite: Automotive Technology I

The Automotive Technology II program is designed for students who have successfully completed the Automotive Technology I program. Auto Tech II continues to build a student's portfolio of skills and knowledge in the automotive field through work in the shop that strengthens and augments previously covered units of instruction. Newly covered units include Automatic Transmission and Transaxle, Manual Drive Train and Axles, Engine Repair, and Heating and Air Conditioning Systems. All students completing the course will leave with a professional resume and a letter of introduction to enable the student to seek immediate employment in the automotive field or to enhance the admission process into a post-secondary school. ASE certification and State Inspection licensing are encouraged. Professional development through the Ford/AAA Student Auto Skills Challenge and Skills U.S.A. continue to provide growth opportunity as well as potential scholarship sources. Class meets Monday-Friday for 2.5 hours in the PM session only. Students are encouraged to participate in Skills USA (student organization) to enhance their leadership opportunities and compete at both state and national levels. **COURSE #7043**

BUILDING TRADES

This course of study provides a combination of masonry and carpentry. Together, they offer a wide range of classroom and hands-on work experiences in the construction trades with a strong emphasis on safety. Carpentry areas of concentration include: rough and finish carpentry, floor, wall, and roof framing, exterior trim, insulation, drywall installation, construction planning and drafting. Masonry areas of concentration include: forms and foundation, brick and block work, stone, tile, masonry materials and mortars, scaffolding, chimneys, fireplace construction, arches and steps. Working offsite on community project functions is an important component of building trades. Students are encouraged to participate in Skills USA (student organization) to enhance their leadership opportunities and compete at both state and national levels. **COURSE #7046**

COMMERCIAL ART *NOTE: Morning session only. This course meets the Fine Arts requirement*

The Commercial Art program was designed to introduce students to careers associated with digital design including but not limited to graphic design, illustration, animation and video game design. Students will be introduced to the basic principles and elements of design and gain software experience required to solve visual communication problems. Using industry standard Adobe software and related programs, students develop the ability and confidence to determine appropriate and successful designs to industry standards for a variety of applications. Upon completion of the course, students will have the opportunity to become Adobe Certified Associates upon successful completion of the Adobe exam. The main areas of focus: • Solve graphic design problems with principles and elements of design; • Learn industry standard Adobe software; Photoshop, Illustrator, InDesign and Flash; • Prepare portfolio for professional presentation, evaluation, and college entry; • Develop analytical thinking and problem solving skills for the digital design industry. Students are encouraged to participate in Skills USA (student organization) to enhance their leadership opportunities and compete at both state and national levels. This program has a dual enrollment with Central Maine Community College in Adobe PhotoShop. **COURSE #7064**

EARLY CHILDHOOD DEVELOPMENT *NOTE: Morning session is for first year students only.*

The Early Childhood Program prepares individuals to provide care and guidance of young children under the supervision of professional personnel. Students study the introductory ideas and concepts of Early Childhood Education from birth to grade 3 in an academic classroom. Students plan, organize and conduct activities for children to promote physical, interpersonal, motor, mental, and social growth and development of acceptable behavior: cleanliness, eating, playing, resting, and toilet habits. Supervised students operate a day care three sessions per week. Students are encouraged to participate in Skills USA (student organization) to enhance their leadership opportunities and compete at both state and national levels. Students have the opportunity to obtain CPR, First Aide, and Servsafe Food Handler Certifications. **COURSE #7039**

EARLY CHILDHOOD DEVELOPMENT II *NOTE: Afternoon session is for second year students only.*

This program offers a three-credit dual enrollment, Introduction to Early Childhood Education, through Southern Maine Community College. When not in the academic classroom, students will continue supervised teaching in the pre-school program or may choose to practice teaching skills more independently in an internship position. Students will also have the ability to become Maine Certified Early Childhood Care Assistants. **COURSE #7038**

E.M.T. – BASIC *NOTE: morning only*

The EMT Basic course of study includes trauma emergencies, pediatrics, special patient populations, and spinal assessment. Training includes clinical time in a hospital emergency facility and “ride along” training with a licensed Emergency Medical Service. Training will include vital signs, CPR/AED, oxygen administration, diabetic emergency treatment, spinal immobilization, and use of airway devices, along with other important life support training, including bleeding control. Students will learn the technical terms for life saving medicines and emergency application. Students must be prepared for a serious, rigorous course of study, and must possess a maturity commensurate with treating life-threatening incidents. Students may opt for the Firefighting curriculum or Health Occupations curriculum, to interface with EMT Basic. **COURSE #7047 5 credits dual enrollment with SMCC is available.**

FIREFIGHTING I & II *NOTE: afternoon only*

Firefighting I and II will provide students with the potential to become employable as firefighters at the age of 18, dependent on passing the State examination. The program will include training with local fire departments to gain essential understandings of combustibility and the use of fire apparatus designed to avoid loss of life and property. Important to the curriculum will be instruction in firefighting protocol and team building. Physical fitness will be stressed, along with the ability to communicate as a team member in a firefighting unit. Students will understand the history of firefighting and the evolution of building codes. Case studies will focus on the Great Maine Fire of 1947 and the fire/rescue operations during the tragedy of September 11, 2001. Students are encouraged to participate in Skills USA (student organization) to enhance their leadership opportunities and compete at both state and national levels. Certification and 6 college credits are available through this course. **FIREFIGHTING I COURSE #7034**
FIREFIGHTING II COURSE #7035

FOOD TRADES

Food Trades prepares students for careers that support Maine’s Hospitality Industry. Students learn concepts in food preparation and restaurant management. Emphasis is placed on maintaining a healthy environment through sanitation training and workplace wellness. Knowledge is applied through catering school and public functions. Participation in our public restaurant continues to develop competencies. Students earn Serve-Safe Certification upon successful completion of the National Restaurant Association Exam. Students are encouraged to participate in Skills USA (student organization) to enhance their leadership opportunities and compete at both state and national levels. **COURSE #7048 Articulation agreement or dual enrollment credits are available with Culinary Institute of America and all Maine Community College culinary programs.**

GENERAL TRADES

Students interested in General Trades must be able to work at a community job experience independently, be self-motivated, understand the concept of work, and be able to follow directions. The General Trades Program is a one to four year technical training program designed to prepare students for employment or future placement in one of the regular Region Ten programs. Emphasis is placed on the development of attitudes, behaviors, and basic skills common to all trades. The Cooperative Learning approach is utilized in both the classroom and workshop areas. Students are encouraged to participate in FFA Organization (student organization) to enhance their leadership opportunities and compete at both state and national levels. **COURSE #7036**

HEALTH OCCUPATIONS – CERTIFIED NURSING ASSISTANT

This course fulfills the Health requirement.

The Certified Nursing Assistant program is a one-year program for juniors or seniors. Students who successfully complete the program may sit for the Maine State Certification Examination. This certification allows students to work in a variety of health care settings offering comprehensive and compassionate daily care to elderly or ill patients. The Certified Nursing Assistant course requires a total of 170 hours in academic class time, skills lab, and clinical time a long term and acute care setting. The academic study includes anatomy and physiology, medical terminology, ethics, pathophysiology (disease process), infection control, patient care skills and portfolio development. Students enrolling in this program must be 16 years of age, be able to read and comprehend at a 10th grade level, have no record of criminal convictions or suspensions for violence, abstain from drug and alcohol use, have excellent attendance, and have a genuine interest in and compassion for all types of people. An interview is required for admission to this program. Costs include uniforms, white shoes/sneakers, and a watch with a second hand (approximately \$100.00.) This course fulfills the Health requirement. **COURSE #7032** *Students may be eligible for 3 credits dual enrollment in medical terminology.*

METAL FABRICATION AND WELDING

Metal Fabrication and Welding program combines several trades. Topics covered include safety, measurement, general metallurgy, bench work, layout, and blueprint reading. Welding processes covered are shielded metal arc welding, metal inert gas (MIG) welding, tungsten inert gas (TIG) welding, flame cutting, along with electrode use and selection. Community college credits may be awarded for blueprint reading and basic welding courses while preparing the student for qualifications towards American Welding Society structural plate certification. Students are encouraged to participate in Skills USA (student organization) to enhance their leadership opportunities and compete at both state and national levels. **COURSE #7050**

OUTDOOR POWER

Outdoor Power technicians inspect, service, and repair small engines, recreational vehicles, and motorcycles. Students in this course learn to use hand and power tools and various precision measuring instruments, basic engine theory, two and four cycle engine overhaul, lubrication, cooling systems, electrical systems, carburetor and fuel systems. Types of equipment worked on include but are not limited to motorcycles, snowmobiles and ATVs. Students are encouraged to participate in Skills USA (student organization) to enhance their leadership opportunities and compete at both state and national levels. **COURSE #7052** *Articulation credits are available for students choosing to attend Universal Technical Institute*

PRE-APPRENTICESHIP PROGRAM

To be eligible for the program, students must be employed. Pre-Apprenticeship involves planned on-the-job training experience under academic studies in subjects related to the occupation. The occupations included diverse skills and knowledge as well as maturity, and independence of judgment. It gives workers entering an occupation thorough experience, both on and off the job.

All the practical and theoretical aspects of the work required in a skilled occupation are covered in detail. Pre-Apprenticeships can lead to a full Maine State apprenticeship, post-secondary education, and/or permanent employment with the participating employer. Through Pre-Apprenticeship, students will in many cases have access to professional skill level positions with area employers. An opportunity to participate in a skill area not currently offered at Region Ten exists through this program. Pre-Apprenticeship requires the recommendation of your instructor if you are in a Region Ten program or your guidance counselor if you are not already enrolled at Region Ten. **COURSE #7080**

TECH TEN BASIC *Afternoon session only. Semester program only, available first or second semester.*

The one semester Tech Ten Basic program is a perfect opportunity for ninth and tenth graders who are uncertain about their future to explore program offerings at Region Ten. In addition to extensive safety training, students will participate in projects in several Region Ten programs.

They may dismantle and reassemble a small engine, build a shed, use Photoshop to design a poster, repaint an auto body part, do spot welding, help with food preparation, and explore robotics. Students learn what it is like to spend time in each of the program environments while learning the expectations of each instructor and may decide to apply for a technical program the following year. Students may enroll in Tech Ten Basic with permission of their guidance counselor. **COURSE #7006**

MT. ARARAT HIGH SCHOOL MISSION STATEMENT

At Mt. Ararat High School, our vision is for every student to explore and work toward fulfilling his or her unique potential.

In order to achieve this vision, it is our mission to

- ensure challenging and personalized learning;
- teach the essential skills necessary to meet the demands of a changing world;
- provide a safe, nurturing, and intellectually vibrant environment where diversity is valued and everyone is respected; and
- work in partnership with families and the community to promote the health and development of the whole individual.

Academic Expectations for Student Learning

All Mt. Ararat High School graduates will be self-directed and lifelong learners. As such, they will be

- effective communicators,
- quality workers,
- problem solvers, and
- integrative and informed thinkers.

Civic and Social Expectations for Student Learning

All Mt. Ararat High School graduates will be responsible and involved citizens. As such, they will

- assume responsibility for their own behavior and utilize appropriate conflict resolution skills,
- demonstrate an understanding of the rights, duties, and responsibilities of citizenship in a democratic society, and
- be respectful and tolerant.

MTA's Vision

Empowering **A**ll to **G**row, **L**earn, **E**xplore & **S**oar



MTA's Code of Cooperation

Engage in Learning
Demonstrate Effort and Perseverance
Take Responsibility for Your Own Learning
Be Respectful of Self and Others
Be Safe