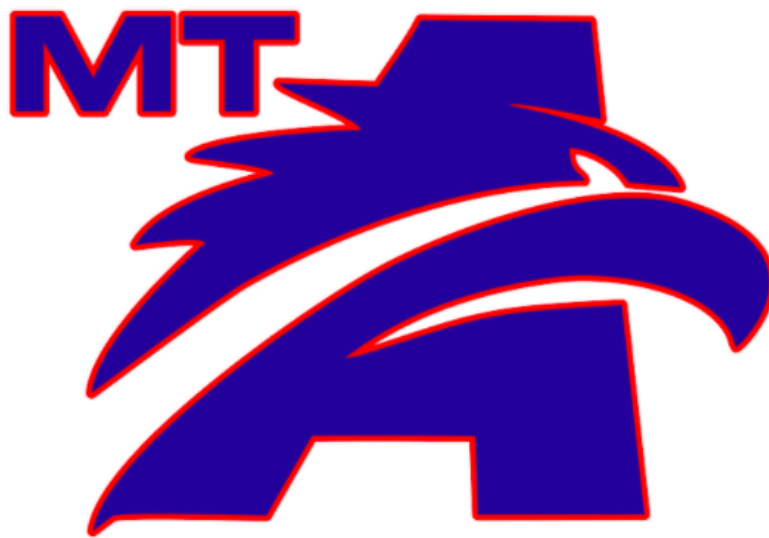


***Mt. Ararat High School***  
***Program of Studies***  
***2024 – 2025***



*68 Eagles Way*  
*Topsham ME 04086*  
*207.729.2951*  
*[mta.link75.org](http://mta.link75.org)*

## The Mt. Ararat High School Vision



*Empowering All to Grow, Learn, Explore & Soar*

### Our Mission

At Mt. Ararat High School, our vision is for every student to explore and work toward fulfilling his or her unique potential. *We work to Empower All to Grow, Learn, Explore & and Soar.*

### Mt. Ararat High School graduates aspire to meet their full potential as:

- **Engaged Learners:** Eagles demonstrate a lifelong curiosity to learn and possess wide knowledge of the world from various subjects.
- **Clear Communicators:** Eagles listen actively and write, speak, and express themselves clearly and effectively.
- **Welcoming Community Members:** Eagles demonstrate empathy, compassion, and kindness for others, contributing to a caring community.
- **Disciplined Dreamers:** Eagles persevere in pursuit of their dreams; all Eagles graduate with a flexible plan for the future.
- **Team Players:** Eagles collaborate with others, taking on various roles in the achievement of larger group goals.
- **Independent Thinkers:** Eagles think for themselves, using the critical synthesis of various sources to support their own ideas.
- **Problem Solvers:** Eagles use knowledge, skills, and creativity to approach challenges, taking healthy risks to overcome failure.
- **Responsible Citizens:** Eagles practice respect, honesty, and accountability in support of a responsible community.
- **Healthy Individuals:** Eagles pursue balanced lives and access resources to support mental, emotional, and physical well-being.

### In order to achieve this mission and vision of our graduates, we strive 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.

### To achieve these outcomes, students and staff alike are expected to abide by these daily commitments:

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



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*The Mt. Ararat High School Program of Studies presents information about courses which may be taken toward 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 2024-2025, 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, please contact MTA Principal Chris Hoffman at [hoffmanc@link75.org](mailto:hoffmanc@link75.org) or visit us online at [mta.link75.org](http://mta.link75.org).*



# ACADEMIC REQUIREMENTS AND GRADUATION

Please refer to [MSAD No. 75 policy IK](#) for more information about graduation requirements. **Mt. Ararat High School students must earn a minimum of 21.25 credits to be awarded a diploma.**

Of the 21.25 credit total required, students must earn a minimum of:

- 4 Credits in English
- 3 Credits in Social Studies (including 1 Credit in U.S. History)
- 3 Credits in Math
- 3 Credits in Science
- 1 Credit in Fine Arts (including Music, Visual Arts and/or any fine arts English Elective Course)
- 1 Credit in Physical Education
- .5 Credit in Health
- 1.25 Credits in Advisory/Capstone
- 4.5 Credits in additional elective coursework

Students earn credits when courses are passed; partial credits are not awarded. A full credit is awarded for year-long courses. A half credit is awarded for semester-long courses. A quarter credit is awarded for each year of the Advisory Program with the exception of grade 12 which is a half credit program (advisory and capstone).

Students who attend Region 10 Technical High School prior to 11th grade are subject to modified graduation requirements, based upon the following guidelines:

<u>Number of Years at Region Ten</u>	<u>Modification</u>
3	<i>May graduate with two credits in two of the following: Social Studies, Science, and Math.</i>
4	<i>2 credits in Social Studies, Science, and Math. All other graduation requirements apply.</i>

The courses articulated in this document will support students in achieving [MSAD #75's approved graduation standards](#). Additional info regarding credits, requirements, and course options is available through the school counseling office.

## **BEYOND REQUIREMENTS**

In addition to satisfying graduation credit requirements:

- Students are encouraged to take classes that challenge their academic abilities.
- Students should keep options open as they plan for careers and/or post-secondary education, including two or four year colleges.
- Students should plan to exceed the high school graduation requirements. At least three years of a world language, four years of formal mathematics and science study are strongly advised for any student who plans to enroll in a four year college or technical/science-based community college or military program.
- 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 counseling office for more information or go to <http://www.ncaa.com>.

For procedural purposes, all students advance 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. Students are expected to participate in the Maine Comprehensive Assessment System based upon the number of years that they have been enrolled in secondary school, regardless of the number of credits that they have earned.



## COURSE REQUEST & REGISTRATION PROCESS

The serious business of course registration period for the 2024-2025 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, faculty, and staff work together to determine student schedules for the following academic year. The entire process involves planning, then making choices and commitments. Registration influences 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 and 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 recommendation, providing the student meets published course prerequisites; parents should consult with their child's school counselor to discuss an override before submitting an [override form, linked here](#). As initial registration activities proceed, students receive information on required and elective courses and Region 10 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 close of the course registration period.

### ***Step-Up Day***

This annual event is important for the entire school community. On Step-Up Day, students receive course information from faculty who currently teach the courses the students are scheduled to take next year. Step-up day allows students the opportunity to review a draft of next year's schedule and request final changes in their selection of courses. The teaching faculty, school counselors, and school staff thus are better able to balance class sizes and provide an appropriate number of course sections. It is also on Step-Up Day that any summer homework is assigned.

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

- the student's team determines that a different placement is appropriate for the student;
- 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
- section imbalances require shifting student rosters in order to maximize learning opportunities for all, an activity that routinely occurs during the summer months.

# Mt. Ararat High School

## COURSE / CREDIT CHECKLIST FOR GRADUATION

NAME \_\_\_\_\_

PROJECTED Y.O.G. \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE \_\_\_\_\_

**PARENT INFO**

First HS year (Grade 9)	Second HS year (Grade 10)	Third HS year (Grade 11)	Fourth HS year (Grade 12)
__ 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(s): _____	__ Elective(s) _____
__ Elective(s): _____	__ World Lang. _____	_____	_____
_____	__ Elective(s): _____	_____	_____
_____	_____	_____	_____
__ Year 1 total _____	__ Year 2 total _____	__ Year 3 total _____	__ Year 4 total _____
__ TOTAL CREDITS _____	__ TOTAL CREDITS _____	__ TOTAL CREDITS _____	__ TOTAL CREDITS (21.25 needed)

DATE ENROLLED \_\_\_\_\_ FROM \_\_\_\_\_

*Required subjects and number of credits required*

- \_\_\_\_ (4 cr) English I-IV (AP English courses may substitute for English III or IV)
- \_\_\_\_ (3 cr) Science
- \_\_\_\_ (3 cr) Social Studies (1 Credit must be US History)
- \_\_\_\_ (3 cr) Mathematics
- \_\_\_\_ (1 cr) Physical Education
- \_\_\_\_ (1 cr) Fine Arts
- \_\_\_\_ (0.5cr) Health
- \_\_\_\_ (1.25cr) Advisory Program

(Technical education students adjusted credit requirements based on the number of years enrolled in Region 10.)

**NOTES:**



# FIRST YEAR COURSE REGISTRATION

Freshmen must sign up for at least 6 credits, plus Advisory

Published course requirements, including screening requirements, must be met. Students who wish to take a course at a level that is not recommended must have their parent's/guardian's documented approval.

## REQUIRED COURSES

### ADVISORY (0.25 credit of the following)

1009 Freshman Advisory (0.25 credit)(students will be automatically enrolled in advisory)

### ENGLISH (1 credit of the following)

1111 Academic English I (1 credit)

1112 Advanced English I (1 credit)

2111 General English I/II (1 credit)

8111 Eagles Program: Creative Communications (1 credit)

### MATHEMATICS (1 credit of the following)

1310 Foundations in Algebra I (1 credit)

1311 Academic Algebra I (1 credit)

1322 Advanced Geometry (1 credit)

2311 General Math I (1 credit)

### SCIENCE (1 credit of the following)

1410 Foundations in Physical Science (1 credit)

1411 Academic Physical Science (1 credit)

### SOCIAL STUDIES (1 credit of the following)

1511a Academic Modern World History (fall)(0.5 credit)

1511b Academic Civics (spring)(0.5 credit)

2511 General Social Studies I (1 credit)

8151 Eagles Program: Global Studies (1 credit)

### FINE ARTS (0.5 credit of the following)

1610s Introduction to Visual Arts (0.5 credit)

1711 Concert Band (1 credit)

1721 Concert Choir (1 credit)

1741 Concert Band/Concert Choir (1 credit)

1714s Beginning Guitar (0.5 credit)

1716s Beginning Piano (0.5 credit)

### PHYSICAL EDUCATION (0.5 credit of the following)

1810s PE I (0.5 credit)

## ELECTIVE COURSES

### ENGLISH

1150a Creative Writing A\* (fall)(0.5 credit)

1150b Creative Writing B\* (spring)(0.5 credit)

1151a Introduction to Journalism<sup>+</sup> (fall)(0.5 credit)

1151b Advanced Journalism<sup>+</sup> (spring)(0.5 credit)

### WORLD LANGUAGES

1211 French I (1 credit)

1212 German I (1 credit)

1213 Spanish I (1 credit)

### SCIENCE

1461s Modern Astronomy (spring)(0.5 credit)

1472s Pop Physical Science (spring)(0.5 credit)

### VISUAL ARTS

1622s Drawing (spring)(0.5 credit)

1623s Painting (spring)(0.5 credit)

1625s Printmaking (spring)(0.5 credit)

1626s Sculpture (spring)(0.5 credit)

1628s Ceramics (spring)(0.5 credit)

### MUSIC

1713 Jazz Band (0.5 credit)

1715s Guitar II (0.5 credit)

1717s Piano II (0.5 credit)

1732s Songwriting (0.5 credit)

\*Course can be taken either semester or both semesters

<sup>+</sup>Course offered as first semester only, or full year; Student MUST complete fall semester to take spring semester.



## **ELECTIVE COURSES CONTINUED**

### **TECHNOLOGY, ENGINEERING, & COMPUTER SCIENCE**

1911s Google It! Google Suite & Digital Tools *(0.5 credit)*

1912s Student as Creator: Using Technology to Make & Create *(0.5 credit)*

1931s STEM: Makers & Shakers *(0.5 credit)*

1951s Intro to Coding *(0.5 credit)*

1952 Computer Science *(1 credit)*

### **JOBS FOR MAINE GRADUATES**

6001a JMG - Freshman\* *(fall)(0.5 credit)*

6001b JMG - Freshman\* *(spring)(0.5 credit)*

## **STUDY HALL**

SH Study Hall

SST Supported Study

## **REGION 10**

7000 Foundations of Technology *(see Program of Studies for more info)*

\*Course can be taken either semester or both semesters

†Course offered as first semester only, or full year; Student MUST complete fall semester to take spring semester.



# SOPHOMORE YEAR COURSE REGISTRATION

*Sophomores must sign up for at least 6 credits, plus Advisory*

Published course requirements, including screening requirements, must be met. Students who wish to take a course at a level that is not recommended must have their parent's/guardian's documented approval.

## REQUIRED COURSES

### ADVISORY (0.25 credit of the following)

1010 Sophomore Advisory (0.25 credit)(students will be automatically enrolled in advisory)

### ENGLISH (1 credit of the following)

1121 Academic English II (1 credit)  
1122 Advanced English II (1 credit)  
2111 General English I/II (1 credit)  
8111 Eagles Program: Creative Communications (1 credit)

### MATHEMATICS (1 credit of the following)

1320 Foundations in Geometry (1 credit)  
1321 Academic Geometry (1 credit)  
1331 Academic Algebra II (1 credit)  
1332 Advanced Algebra II (1 credit)  
1342 Advanced Pre Calculus (1 credit)  
2321 General Math II (1 credit)

### SCIENCE (1 credit of the following)

1420 Foundations in Biology (1 credit)  
1421 Academic Biology (1 credit)  
1422 Advanced Biology (with required lab)(1.5 credits)  
2421 General Biology (1 credit)  
8141 Eagles Program: Environmental Studies (1 credit)

### SOCIAL STUDIES (1 credit of the following)

1521a Academic Comparative Economics (fall)(0.5 credit)  
1521b Academic International Relations (spring)(0.5 credit)  
1523 AP Human Geography (1 credit)  
2521 General Social Studies II (1 credit)  
8151 Eagles Program: Global Studies (1 credit)

### FINE ARTS (0.5 credit if not yet fulfilled)

1 Visual Arts elective (0.5 credit)  
1 Music elective (0.5 credit)

### HEALTH/PHYSICAL EDUCATION (Health & either PE II -OR- Outdoor Ed)

1820s PE II (0.5 credit)

1821s Outdoor Education (0.5 credit)

1822s Health (0.5 credit)

## ELECTIVE COURSES

### ENGLISH

1150a Creative Writing A\* (fall)(0.5 credit)  
1150b Creative Writing B\* (spring)(0.5 credit)  
1151a Introduction to Journalism<sup>+</sup> (fall)(0.5 credit)  
1151b Advanced Journalism<sup>+</sup> (spring)(0.5 credit)  
1153a Intro to Film Production & Analysis<sup>+</sup> (fall)(0.5 credit)  
1153b Advanced Film Production & Analysis<sup>+</sup> (spring)(0.5 credit)

### WORLD LANGUAGES

1221 French II (1 credit)  
1222 German II (1 credit)  
1223 Spanish II (1 credit)  
1231 French III (1 credit)  
1232 German III (1 credit)  
1233 Spanish III (1 credit)

### SCIENCE

1461s Modern Astronomy (spring)(0.5 credit)  
1468s Marine Science (spring)(0.5 credit)  
1471s Pop Life Science (fall)(0.5 credit)  
1472s Pop Physical Science (spring)(0.5 credit)

\*Course can be taken either semester or both semesters

<sup>+</sup>Course offered as first semester only, or full year; Student MUST complete fall semester to take spring semester.

\*\*Concurrent enrollment opportunity

## ELECTIVE COURSES CONTINUED

### SOCIAL STUDIES

1553s Early African-American History (0.5 credit)  
1558s Psychology (0.5 credit)  
1559s Sociology (0.5 credit)



- 1561a Art & Society Part I\* \*\**(fall)*(0.5 credit)
- 1561b Art & Society Part II\* \*\**(spring)*(0.5 credit)
- 1562a Music & Society Part I\* *(fall)*(0.5 credit)
- 1562b Music & Society Part II\* *(spring)*(0.5 credit)

**VISUAL ARTS**

- 1622s Drawing *(0.5 credit)*
- 1623s Painting *(0.5 credit)*
- 1625s Printmaking *(0.5 credit)*
- 1626s Sculpture *(0.5 credit)*
- 1628s Ceramics *(0.5 credit)*
- 1631 Intermediate 2D Design *(1 credit)*
- 1632 Intermediate 3D Design *(1 credit)*

**MUSIC**

- 1711 Concert Band *(1 credit)*
- 1713 Jazz Band *(0.5 credit)*
- 1714s Beginning Guitar *(0.5 credit)*
- 1715s Guitar II *(0.5 credit)*
- 1716s Beginning Piano *(0.5 credit)*
- 1717s Piano II *(0.5 credit)*
- 1721 Concert Choir *(1 credit)*
- 1722 Chamber Singers *(1 credit)*
- 1723 Treble Choir *(1 credit)*
- 1732s Songwriting *(0.5 credit)*
- 1741 Concert Band/Concert Choir *(1 credit)*

**TECHNOLOGY, ENGINEERING, & COMPUTER SCIENCE**

- 1911s Google It! Google Suite & Digital Tools *(0.5 credit)*
- 1912s Student as Creator: Using Technology to Make & Create *(0.5 credit)*
- 1931s STEM: Makers & Shakers *(0.5 credit)*
- 1932s STEM in the Community *(fall)*(0.5 credit)
- 1933s Principles of Engineering *(spring)*(0.5 credit)
- 1951s Intro to Coding *(0.5 credit)*
- 1952 Computer Science *(1 credit)*
- 1953 AP Computer Science *(1 credit)*

**JOBS FOR MAINE GRADUATES**

- 6002a JMG - Multiyear\* *(fall)*(0.5 credit)
- 6002b JMG - Multiyear\* *(spring)*(0.5 credit)

**STUDY HALL**

- SH Study Hall
- SST Supported Study

**REGION 10**

- 7000 Foundations of Technology *(see Program of Studies for more info)*
- 7001 Auto Collision Repair *(3 credits)*
- 7002 Auto Technology I *(3 credits)*
- 7003 Auto Technology II *(3 credits)*
- 7004 Building Trades *(3 credits)*
- 7005 Creative Digital Media *(3 credits)*
- 7006 Culinary Arts *(3 credits)*
- 7007 Early Childhood I *(3 credits)*
- 7008 Early Childhood II *(3 credits)*
- 7009 General Trades *(3 credits)*
- 7011 Health Occupations - EMT Basic *(3 credits)*
- 7013 Metal Fabrication & Welding *(3 credits)*
- 7014 Outdoor Powersports I *(3 credits)*
- 7015 Outdoor Powersports II *(3 credits)*

\*Course can be taken either semester or both semesters  
 +Course offered as first semester only, or full year; Student MUST complete fall semester to take spring semester.  
 \*\*Concurrent enrollment opportunity



# JUNIOR YEAR COURSE REGISTRATION 2023-2024

*Juniors must sign up for at least 6 credits, plus Advisory*

Published course requirements, including screening requirements, must be met. Students who wish to take a course at a level that is not recommended must have their parent's/guardian's documented approval.

## REQUIRED COURSES

### ADVISORY (0.25 credit of the following)

1011 Junior Advisory (0.25 credit)(students will be automatically enrolled in advisory)

### ENGLISH (1 credit of the following)

1133 Foundations in Reading & Writing (1 credit)

1134 Topics in Language & Literature (choose 1 fall and 1 spring of the following as elected courses, and 1 fall and 1 spring as alternate courses)(1 credit)

1134-1 Crime (Spring)

1134-3 Hard Knock Life (Spring)

1134-5 Media & Visual Literacy (Spring)

1134-7 Voices of the American Dream (Spring)

1134-9 Writing in the Real World (Spring)

1134-2 Environmental Literature (Fall)

1134-4 Sports Literature (Fall)

1134-6 Science Fiction & Fantasy (Fall)

1134-8 War Literature (Fall)

1134-10 Young Adult Literature (Fall)

1132 AP English Language & Composition\*\* (1 credit)

2131 General English III/IV (1 credit)

8111 Eagles Program: Creative Communications (1 credit)

### MATHEMATICS (1 credit of the following)

1333 Algebra II Part 1 (1 credit)

1331 Academic Algebra II (1 credit)

1332 Advanced Algebra II (1 credit)

1341 Pre Calculus (1 credit)

1342 Advanced Pre Calculus (1 credit)

1351 Calculus\*\* (1 credit)

1352 AP Calculus AB\*\* (1 credit)

2351 General Real Life Math/Math III (1 credit)

### SCIENCE (1 credit of the following)

1430 Foundations in Chemistry (1 credit)

1440 Foundations in Physics (1 credit)

1431 Academic Chemistry (1 credit)

1432 Advanced Chemistry (with required lab)(1.5 credits)

2431 General Chemistry/Physics (1 credit)

8141 Eagles Program: Environmental Studies (1 credit)

### SOCIAL STUDIES (1 credit of the following)

1531a Academic US History I (fall)(0.5 credit)

1531b Academic US History II (spring)(0.5 credit)

1532 AP United States History\*\* (1 credit)

2531 General US History (1 credit)

8153 Eagles Program: American Studies (1 credit)

## ELECTIVE COURSES

### ENGLISH

1150a Creative Writing A\* (fall)(0.5 credit)

1150b Creative Writing B\* (spring)(0.5 credit)

1151a Introduction to Journalism<sup>†</sup> (fall)(0.5 credit)

1151b Advanced Journalism<sup>†</sup> (spring)(0.5 credit)

1153a Intro to Film Production & Analysis<sup>†</sup> (fall)(0.5 credit)

1153b Advanced Film Production & Analysis<sup>†</sup> (spring)(0.5 credit)

### WORLD LANGUAGES

1231 French III (1 credit)

1232 German III (1 credit)

1233 Spanish III (1 credit)

1261a Global Culture in Film\* (fall)(0.5 credit)

1261b Global Culture in Film\* (spring)(0.5 credit)

### MATHEMATICS

1363 Statistics/Finance (1 credit)

1362 AP Statistics\*\* (1 credit)

\*Course can be taken either semester or both semesters

<sup>†</sup>Course offered as first semester only, or full year; Student MUST complete fall semester to take spring semester.

\*\*Concurrent enrollment opportunity



## ELECTIVE COURSES CONTINUED

### SCIENCE

- 1451 AP Biology (with required lab)(1.5 credits)
- 1452 AP Environ. Science (with required lab)(1.5 credits)
- 1462s Modern Astronomy (fall)(0.5 credit)
- 1465 Anatomy & Physiology (1 credit)
- 1468s Marine Science (spring)(0.5 credit)
- 1469s Wildlife (fall)(0.5 credit)
- 1471s Pop Life Science (fall)(0.5 credit)
- 1472s Pop Physical Science (spring)(0.5 credit)

### SOCIAL STUDIES

- 1542 AP Psychology\*\* (1 credit)
- 1553s Early African-American History (0.5 credit)
- 1558s Psychology (0.5 credit)
- 1559s Sociology (0.5 credit)
- 1561a Art & Society Part I\* \*\* (fall)(0.5 credit)
- 1561b Art & Society Part II\* \*\* (spring)(0.5 credit)
- 1562a Music & Society Part I\* (fall)(0.5 credit)
- 1562b Music & Society Part II\* (spring)(0.5 credit)

### VISUAL ARTS

- 1622s Drawing (0.5 credit)
- 1623s Painting (0.5 credit)
- 1624s Photography (0.5 credit)
- 1625s Printmaking (0.5 credit)
- 1626s Sculpture (0.5 credit)
- 1628s Ceramics (0.5 credit)
- 1631 Intermediate 2D Design(1 credit)
- 1632 Intermediate 3D Design(1 credit)
- 1641 AP 2D Art & Design\*\* (1 credit)
- 1642 AP 3D Art & Design\*\* (1 credit)

### MUSIC

- 1711 Concert Band (1 credit)
- 1713 Jazz Band (0.5 credit)
- 1714s Beginning Guitar (0.5 credit)
- 1715s Guitar II (0.5 credit)
- 1716s Beginning Piano (0.5 credit)
- 1717s Piano II (0.5 credit)
- 1721 Concert Choir (1 credit)
- 1722 Chamber Singers (1 credit)
- 1723 Treble Choir (1 credit)
- 1732s Songwriting (0.5 credit)
- 1741 Concert Band/Concert Choir (1 credit)

### HEALTH/PHYSICAL EDUCATION

- 1831s Fit for Life (0.5 credit)
- 1832s Independent Living (0.5 credit)
- 1834s Resistance Training (0.5 credit)
- 1835s Team Sports (0.5 credit)

### TECHNOLOGY, ENGINEERING, & COMPUTER SCIENCE

- 1911s Google It! Google Suite & Digital Tools (0.5 credit)
- 1912s Student as Creator: Using Technology to Make & Create (0.5 credit)
- 1932s STEM in the Community (fall)(0.5 credit)
- 1933s Principles of Engineering (spring)(0.5 credit)
- 1951s Intro to Coding (0.5 credit)
- 1952 Computer Science (1 credit)
- 1953 AP Computer Science (1 credit)

### JOBS FOR MAINE GRADUATES

- 6002a JMG - Multiyear\* (fall)(0.5 credit)
- 6002b JMG - Multiyear\* (spring)(0.5 credit)

### STUDY HALL

- SH Study Hall
- SST Supported Study

### REGION 10

- 7001 Auto Collision Repair (3 credits)
- 7002 Auto Technology I (3 credits)
- 7003 Auto Technology II (3 credits)
- 7004 Building Trades (3 credits)
- 7005 Creative Digital Media (3 credits)
- 7006 Culinary Arts (3 credits)
- 7007 Early Childhood I (3 credits)
- 7008 Early Childhood II (3 credits)
- 7009 General Trades (3 credits)
- 7010 Health Occupations - CNA (3 credits)
- 7011 Health Occupations - EMT Basic (3 credits)
- 7012 HVAC (3 credits)
- 7013 Metal Fabrication & Welding (3 credits)
- 7014 Outdoor Powersports I (3 credits)
- 7015 Outdoor Powersports II (3 credits)

\*Course can be taken either semester or both semesters

+Course offered as first semester only, or full year; Student MUST complete fall semester to take spring semester.

\*\*Concurrent enrollment opportunity



# SENIOR YEAR COURSE REGISTRATION 2023-2024

*Seniors must sign up for at least 5 credits, plus Advisory*

Published course requirements, including screening requirements, must be met. Students who wish to take a course at a level that is not recommended must have their parent's/guardian's documented approval.

## REQUIRED COURSES

### ADVISORY (0.5 credit of the following)

1012 Senior Advisory (0.5 credit)(students will be automatically enrolled in advisory)

### ENGLISH (1 credit of the following)

1133 Foundations in Reading & Writing (1 credit)

1134 Topics in Language & Literature (choose 1 of the following as an elected course and 1 as an alternate course **AND** 1135 Language & Literature: Research)(1 credit)

1134-1 Crime (Spring)

1134-3 Hard Knock Life (Spring)

1134-5 Media & Visual Literacy (Spring)

1134-7 Voices of the American Dream (Spring)

1134-9 Writing in the Real World (Spring)

1134-2 Environmental Literature (Fall)

1134-4 Sports Literature (Fall)

1134-6 Science Fiction & Fantasy (Fall)

1134-8 War Literature (Fall)

1134-10 Young Adult Literature (Fall)

1135 Language & Literature: Research (0.5 credit) (Fall)

1132 AP English Language & Composition\*\* (1 credit)

1142 AP English Literature & Composition\*\* (1 credit)

1143 SMCC English IV Composition 100 (1 credit)

2131 General English III/IV (1 credit)

8111 Eagles Program: Creative Communications (1 credit)

### MATHEMATICS (1 credit of the following)

1334 Algebra II Part 2/Trigonometry (1 credit)

1341 Pre Calculus (1 credit)

1342 Advanced Pre Calculus (1 credit)

1351 Calculus\*\* (1 credit)

1352 AP Calculus AB\*\* (1 credit)

1353 AP Calculus BC (1 credit)

1362 AP Statistics\*\* (1 credit)

2351 General Real Life Math/Math III (1 credit)

### SCIENCE (1 credit of the following)

1430 Foundations in Chemistry (1 credit)

1440 Foundations in Physics (1 credit)

1441 Academic Physics (1 credit)

1442 Advanced Physics (with required lab)(1.5 credit)

8141 Eagles Program: Environmental Studies (1 credit)

## ELECTIVE COURSES

### ENGLISH

1150a Creative Writing A\* (fall)(0.5 credit)

1150b Creative Writing B\* (spring)(0.5 credit)

1151a Introduction to Journalism<sup>+</sup> (fall)(0.5 credit)

1151b Advanced Journalism<sup>+</sup> (spring)(0.5 credit)

1153a Intro to Film Production & Analysis<sup>+</sup> (fall)(0.5 credit)

1153b Advanced Film Production & Analysis<sup>+</sup> (spring)(0.5 credit)

### WORLD LANGUAGES

1241 French IV (1 credit)

1242 German IV (1 credit)

1243 Spanish IV (1 credit)

1251 French V (1 credit)

1252 German V (1 credit)

1253 Spanish V (1 credit)

1261a Global Culture in Film\* (fall)(0.5 credit)

1261b Global Culture in Film\* (spring)(0.5 credit)

### MATHEMATICS

1363 Statistics/Finance (1 credit)

\*Course can be taken either semester or both semesters

<sup>+</sup>Course offered as first semester only, or full year; Student MUST complete fall semester to take spring semester.

\*\*Concurrent enrollment opportunity



## ELECTIVE COURSES CONTINUED

### SCIENCE

- 1451 AP Biology (with required lab)(1.5 credits)
- 1452 AP Environ. Science (with required lab)(1.5 credits)
- 1462s Modern Astronomy (fall)(0.5 credit)
- 1465 Anatomy & Physiology (1 credit)
- 1468s Marine Science (spring)(0.5 credit)
- 1469s Wildlife (fall)(0.5 credit)
- 1471s Pop Life Science (fall)(0.5 credit)
- 1472s Pop Physical Science (spring)(0.5 credit)

### SOCIAL STUDIES

- 1541 AP US Government & Politics\*\* (1 credit)
- 1542 AP Psychology\*\* (1 credit)
- 1543 AP European History\*\* (1 credit)
- 1553s Early African-American History (0.5 credit)
- 1558s Psychology (0.5 credit)
- 1559s Sociology (0.5 credit)
- 1561a Art & Society Part I\* \*\* (fall)(0.5 credit)
- 1561b Art & Society Part II\* \*\* (spring)(0.5 credit)
- 1562a Music & Society Part I\* (fall)(0.5 credit)
- 1562b Music & Society Part II\* (spring)(0.5 credit)

### VISUAL ARTS

- 1622s Drawing (0.5 credit)
- 1623s Painting (0.5 credit)
- 1624s Photography (0.5 credit)
- 1625s Printmaking (0.5 credit)
- 1626s Sculpture (0.5 credit)
- 1628s Ceramics (0.5 credit)
- 1631 Intermediate 2D Design(1 credit)
- 1632 Intermediate 3D Design(1 credit)
- 1641 AP 2D Art & Design\*\* (1 credit)
- 1642 AP 3D Art & Design\*\*(1 credit)

### MUSIC

- 1711 Concert Band (1 credit)
- 1713 Jazz Band (0.5 credit)
- 1714s Beginning Guitar (0.5 credit)
- 1715s Guitar II (0.5 credit)
- 1716s Beginning Piano (0.5 credit)
- 1717s Piano II (0.5 credit)
- 1721 Concert Choir (1 credit)
- 1722 Chamber Singers (1 credit)
- 1723 Treble Choir (1 credit)
- 1732s Songwriting (0.5 credit)
- 1741 Concert Band/Concert Choir (1 credit)

## HEALTH/PHYSICAL EDUCATION

- 1831s Fit for Life (0.5 credit)
- 1832s Independent Living (0.5 credit)
- 1834s Resistance Training (0.5 credit)
- 1835s Team Sports (0.5 credit)

## TECHNOLOGY, ENGINEERING, & COMPUTER SCIENCE

- 1911s Google It! Google Suite & Digital Tools (0.5 credit)
- 1912s Student as Creator: Using Technology to Make & Create (0.5 credit)
- 1932s STEM in the Community (fall)(0.5 credit)
- 1933s Principles of Engineering (spring)(0.5 credit)
- 1951s Intro to Coding (0.5 credit)
- 1952 Computer Science (1 credit)
- 1953 AP Computer Science (1 credit)

## JOBS FOR MAINE GRADUATES & CAREER EXPLORATION

- 6003a JMG - Senior\* (fall)(0.5 credit)
- 6003b JMG - Senior\* (spring)(0.5 credit)
- 6004 Exploring Education as a Career (1 credit)

## STUDY HALL

- SH Study Hall
- SST Supported Study

## REGION 10

- 7001 Auto Collision Repair (3 credits)
- 7002 Auto Technology I (3 credits)
- 7003 Auto Technology II (3 credits)
- 7004 Building Trades (3 credits)
- 7005 Creative Digital Media (3 credits)
- 7006 Culinary Arts (3 credits)
- 7007 Early Childhood I (3 credits)
- 7008 Early Childhood II (3 credits)
- 7009 General Trades (3 credits)
- 7010 Health Occupations - CNA (3 credits)
- 7011 Health Occupations - EMT Basic (3 credits)
- 7012 HVAC (3 credits)
- 7013 Metal Fabrication & Welding (3 credits)
- 7014 Outdoor Powersports I (3 credits)
- 7015 Outdoor Powersports II (3 credits)
- 7100 Pre Apprenticeship (3 credits)

\*Course can be taken either semester or both semesters

†Course offered as first semester only, or full year; Student MUST complete fall semester to take spring semester.

\*\*Concurrent enrollment opportunity



# SCHOOLWIDE ACADEMIC PROGRAMS & SERVICES

## ADVISORY PROGRAM

**1.25 credits** (*.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 Advisory curriculum may be accessed on the Mt. Ararat High School website. All students are required to complete specific activities focused on career and education development standards including Freshmen completing a career project, Sophomores doing a budget activity, Juniors writing a resume, and Seniors fill out a college application and complete a Capstone project.

## MULTILINGUAL PROGRAM

The Multilingual Program serves referred students who demonstrate limited English proficiency. Students receive guided individualized instruction in acquiring literacy and communication skills in English, as well as credit-bearing multilingual classes when appropriate. Multilingual Program Teachers also meet with content area teachers in order to communicate relevant accommodations included in a student's Individual Language Acquisition Plan (ILAP), select and modify materials, and develop strategies to ensure all students are able to fully participate in all academic and extracurricular work and activities. In addition to direct instruction with students and communication with teachers and school administrators, the Multilingual Program also works to support and involve families in the school community. Given the history of marginalization of multilingual families and the connection between family engagement and student success, this is an essential facet of multilingual programming.

## ACADEMIC SUPPORTS & RESPONSE TO INTERVENTION (RTI)

MTA offers a variety of academic and behavioral supports to students, including Response to Intervention services. These services are articulated through this [linked document of support opportunities](#) available to students.

## 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.



# ADVANCED PLACEMENT, EARLY COLLEGE & DUAL ENROLLMENT PROGRAMS

## EARLY COLLEGE COURSES & CREDIT OPPORTUNITIES

Juniors and seniors may qualify to enroll in college courses offered in partnership with community colleges and state universities. Students who successfully complete a college course may earn dual credit: 1 high school credit and college credits which may be transferable to a college or university upon graduation. Courses are intended to supplement, not replace, high school required courses. Interested students should check with their school counselor for course information, eligibility, registration, and financial assistance.

### *CONCURRENT ENROLLMENT COURSES (Partners include SMCC, USM, and Thomas College)*

Concurrent enrollment courses are taught by Mt. Ararat High School teachers during the regular school day. These courses are available to 11th & 12th grade students who have a cumulative GPA of 3.0 or higher and/or have received a recommendation from their school counselor. In order to be enrolled, students must register through the On Course/Explore EC portal. By successfully completing a concurrent enrollment course, a student will earn credit towards their Mt. Ararat diploma and if a student's achievement level meets or exceeds the level set by the post-secondary institution, a student is awarded college credit.

Courses available to students include:

- SMCC English (through SMCC)
- Calculus (through USM)
- Art & Society (through Thomas College)
- Anatomy & Physiology (through SMCC) - *Pending Approval by the MSAD #75 Board of Directors*
- Advanced Physics (through SMCC) - *Pending Approval by the MSAD #75 Board of Directors*
- AP US History (through Thomas College)
- AP Psychology (through Thomas College)
- AP US Government & Politics (through Thomas College)

Learn more about [SMCC's concurrent enrollment program](#) and [Thomas College's dual enrollment program](#).

### *EARLY COLLEGE COURSES*

Through the state of Maine High School Aspirations Program, eligible 11th & 12th grade students are able to register for entry-level college courses either for free or at a discounted rate. These college courses can be taken either online or at the college/university. Students should refer to the ExploreEC web portal to research various college course opportunities.

### *SMCC SPRING AHEAD PROGRAM*

The Spring Ahead program is for high school students in good standing who want to get a jump start on preparing for educational opportunities available after high school. In the second semester of the senior year, admitted Spring Ahead students complete their high school education while at SMCC, where they are enrolled in college-level courses and earn college credit. This program requires an application process, which includes an interview. Please see your school counselor for more information.

## ADVANCED PLACEMENT COURSES

**Advanced Placement (AP)** is a program created by the College Board that offers undergraduate university-level curricula and examinations to high school students taught by high school teachers. Some Colleges and universities in the US and elsewhere **may** grant placement and course credit to students who obtain qualifying scores on the examinations to be





determined by each respective College/University. Students taking courses designated as "Advanced Placement" are expected to take the AP Examination associated with each course. The academic transcript for a student who elects not to take the corresponding AP Examinations is 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](#).

#### *AP4ME*

The Maine Department of Education offers online Advanced Placement courses for all Maine public high school students. These courses are offered at no charge to Maine public high school students and the cost of books and materials are also included. AP4ME courses are taught by Maine certified teachers who receive extensive training not only in the specific AP content area, but also in the pedagogy of effective online teaching. The AP4ME classes are year-long online courses that follow an AP4ME school year calendar; this calendar may differ from a student's own school calendar. AP4ME courses satisfy all College Board Advanced Placement course requirements.

# COMMUNITY PATHWAYS PROGRAM

The overarching goal of the Community Pathways Program is to enhance the traditional academic curriculum for our full diversity of students by providing credit-bearing expanded learning opportunities. These offerings are intended to engage students in their interests, passions, and potential career paths through discovery, exploration, and experience. We recognize that student development is optimized when learning is coupled to rich and meaningful relationships with experts and mentors. To that end, partnerships with vested community members and educators are central to many of these experiences. Each Community Pathways offering is designed with student input to address a specific set of content area standards and personal learning goals. Students will work with the Community Learning Coordinator or the selected mentor to define their goals and develop a proposed timeline and plan of work. They will maintain a journal to document and reflect upon their efforts throughout the semester, and will regularly check-in with the Community Learning Coordinator or other teacher who has agreed to provide supervision. This will culminate with the oral presentation of a final product that showcases the experience and demonstrates achievement of the learning goals.

## INDEPENDENT STUDY

**Suggested Grade Level:** 11-12

**Prerequisites:** *n/a*

The Independent Study provides students with the opportunity to engage in learning via an individualized and self-motivated manner. Typically, the selected study or project relates to a personal interest or passion that a student may have. While self-directed, the experience does still include the expectation that students regularly check-in with the Community Learning Coordinator or other teacher who has agreed to provide supervision. Though not as typical as with Internships and Work-Based Studies, the Independent Study may be supported by community partners serving as mentors and/or expert advisors.

## INTERNSHIP

**Suggested Grade Level:** 11-12

**Prerequisites:** *n/a*

The Internship, possibly paid or unpaid, provides students with the opportunity to pursue career, academic, and service interests while being hosted in professional settings by partnering businesses and organizations. These are excellent opportunities for college and employment readiness, and often result in significant personal and professional growth. In addition to support from the Community Learning Coordinator and/or other school staff, Internships are supported by hosting partners who also serve as mentors and/or expert advisors.

## WORK-BASED STUDY

**Suggested Grade Level:** 11-12

**Prerequisites:** *Co-Enrollment in JMG Recommended*

The Work-Based Study provides students with the opportunity to couple on-the-job work experiences with specific learning goals. Such goals will typically address job-specific skill sets and general career-readiness. They may also include connections to academic content area learning targets. Work-Based Study opportunities are typically associated with employment secured by students, though at times the Community Learning Coordinator, School Counselor, or other staff may assist students in securing such opportunities. As with other Community Pathways experiences, students are responsible for adhering to the agreed upon plan of work, documenting their experiences and learning, engaging with their school-based supervisor, and orally presenting a final product that showcases the experience and demonstrates achievement of the stated learning goals. In addition to support from the Community Learning Coordinator and/or other school staff, Work-Based Studies are supported by cooperating employers who also serve as mentors and/or expert advisors.



# CAREER EXPLORATION & JOBS FOR MAINE GRADUATES (JMG)

## **#6003a/b JMG - SENIOR** **Required Grade Level: 12**

This is a class for seniors that will help students 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 and 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. JMG provides an opportunity for students to figure out who they are, what they want for their future, what opportunities are available, and how to take advantage of them.

## **#6002a/b JMG - MULTI-YEAR** **#6001a/b JMG - 9th GRADE** **Suggested Grade Level: 9-11**

The JMG Multi-Year Program is about individual students and their future. What are a student's interests? What is a student good at? What does a student find challenging? How does a student learn best? What makes for a successful team? Is a student a leader? What can a student do now to prepare for their future? To answer these questions, members of the class 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.

## **#6004 EXPLORING EDUCATION AS A CAREER** *Pending Approval by the MSAD #75 Board of Directors* **Suggested Grade Level: 12** **Prerequisites: none**

This course is designed to engage students in an exploration of three key questions: What is learning? What is teaching? And What is school? Students will learn how experiences of American schooling are shaped by historical and political trends, diversity in society and the classroom, and theories of knowledge and learning. Focusing on understanding themselves, understanding their students, and understanding the teaching profession, students study community and school settings and critically reflect on their values, experiences, and observations. Students will gain both philosophical and practical tools in supporting American schooling as a model of learning, partnership, equity, and belonging.



# The EAGLES Program

The EAGLES program at Mt. Ararat High School aims to encourage and support students that benefit from an alternative program design to the traditional, or mainstream general education, environment. The EAGLES learn in a smaller group setting than most students, and their content is learned and assessed in an interdisciplinary manner. The program tries to meet the needs of the individual student to provide an authentic, genuine, and meaningful learning environment for all. *Please note that the EAGLES program is not a Special Education program.* Students in this program gain access to courses that are interdisciplinary in nature, and work to showcase the ways in which all of these subject areas intersect and are connected. Students in this program may also receive the ability to explore topics that are relevant to their interests. Students gain entry to this program through an interview and application process.

The course selection is reliant, to some degree, on grade levels with some courses prioritized for 9th-10th grade students, and 11th-12th grade students. The course list and prospective grade levels are listed, and described, as follows:

## #8151 Global Studies

**Suggested Grade Level:** 9-10

**Prerequisites:** *Completion of EAGLES Program Application - [Linked Here](#)*

Global Studies is aimed at providing students with a comprehensive understanding of the world. Our units are designed to examine continents, countries, and cultures across the world. This would be ideal for incoming 9th grade students.

## #8153 American Studies

**Suggested Grade Level:** 11-12

**Prerequisites:** *Completion of EAGLES Program Application - [Linked Here](#)*

American Studies is aimed at providing students with an interdisciplinary approach to studying US History, and American culture. Our hope is that by the end of this course students have a basic, yet thorough, understanding of the ways in which history, government, societal changes, and more, interconnect to create the culture in which we all live in. This would be ideal for 11th-12th grade students.

## #8141 Environmental Studies

**Suggested Grade Level:** 10-12

**Prerequisites:** *Completion of EAGLES Program Application - [Linked Here](#)*

Environmental Studies will provide students an opportunity to examine major science-based issues and the impact they have on our world and society. This course will have an interdisciplinary approach to it, and would be ideal for students in 10th-12th grade.

## #8111 Creative Communications

**Suggested Grade Level:** 9-12

**Prerequisites:** *Completion of EAGLES Program Application - [Linked Here](#)*

Students will hopefully gain an understanding of the MANY ways that language is used outside of the traditional classroom strategies of reading literature and/or writing essays. The hope is that students will be able to work on language based projects such as podcast creation, documentary film-making, Digital Storytelling, journalistic writing or interviewing, Living History project, etc.



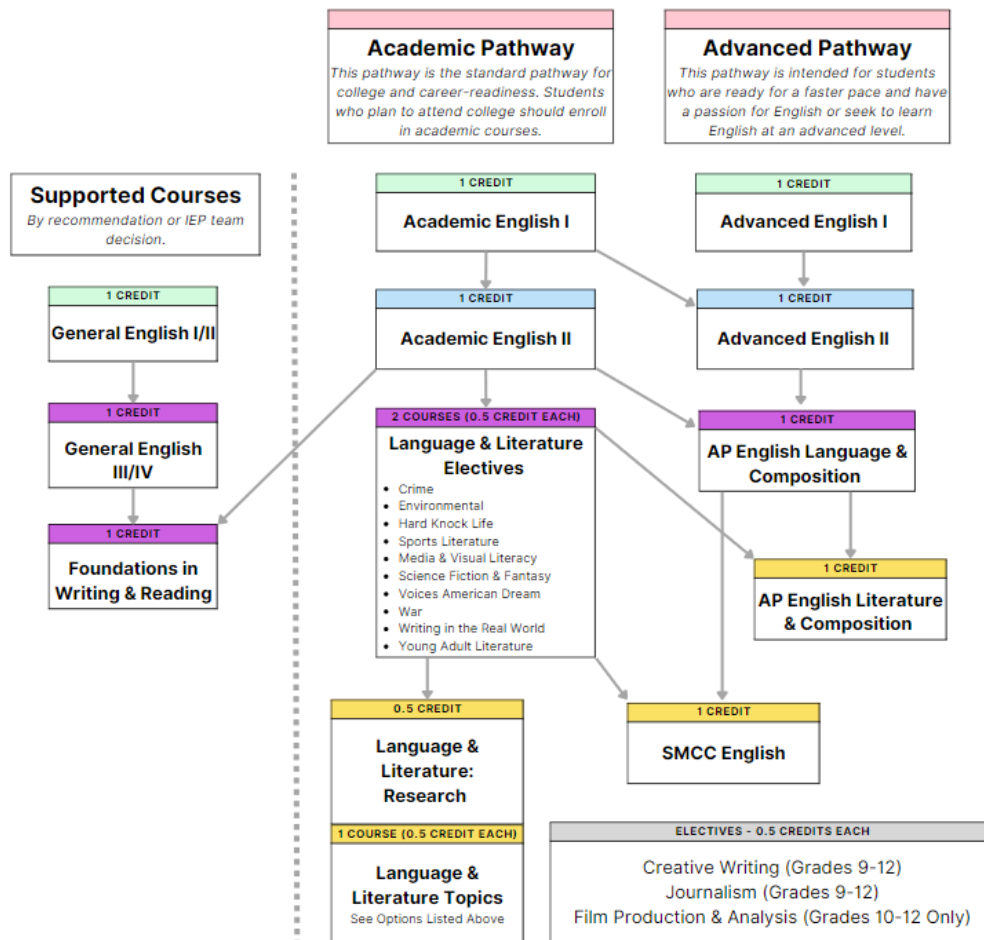
# ENGLISH

## Academic Planning Notes:

- **English credits required: 4** (English I-II, Lang&Lit electives; AP English courses, consisting 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.
- All students must complete the **required Senior Research Paper to graduate**, through Language and Literature Research, AP Literature, or SMCC Dual Enrollment.

## English Course Flowchart

4 ENGLISH CREDITS ARE REQUIRED



## Additional Notes:

- Enrollment in Foundations in Reading and Writing and Literacy Workshop **requires** English department referral. The courses are not available as student selections during course registration.
- English electives do not count toward satisfying state English requirements.

- Third- or fourth-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.
- **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 one of the following two courses:*

### **#1111 ACADEMIC ENGLISH I**

**Suggested Grade Level:** 9

**Prerequisites:** *none*

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.

### **#1112 ADVANCED ENGLISH I**

**Suggested Grade Level:** 9

**Prerequisites:** *participation in guided advanced study in English Language Arts learning goals in the eighth grade; completion of summer work; students must demonstrate both the maturity and academic readiness to undertake advanced study as a high school freshman.*

This course is intended for ninth graders who demonstrate (1) a strong interest in the study of language, literature, and writing, (2) proficiency in ninth-grade learning goals, and (3) the maturity and academic readiness to engage in an intensive, accelerated program of study. 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 are expected to read regularly outside of class and to confer with their peers and teacher about their writing. Freshmen who successfully complete this course will be prepared to take Advanced English II in their sophomore year.

### **#2111 GENERAL ENGLISH I**

**Suggested Grade Level:** 9-10

**Prerequisites:** *IEP team placement*

This English Language Arts course practices the Common Core standards with the goal of reaching proficiency. Special focus is given to the following skills: decoding, reading fluency, and independently reading and comprehending literary and informational text. Writing skills are developed through short and long written responses, compare/contrast essays and multiple opportunities to write on a variety of topics. Writing mechanics are routinely reviewed.

## **ENGLISH II** 1 Credit

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

### **#1121 ACADEMIC ENGLISH II**

**Suggested Grade Level:** 10

**Prerequisites:** *Academic or Advanced English I*

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.

### **#1122 ADVANCED ENGLISH II**

**Suggested Grade Level:** 10

**Prerequisites:** *Academic or Advanced English I; completion of summer work; students must demonstrate readiness to undertake advanced study through achievement in freshman English course*

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 do 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.

### **#2111 GENERAL ENGLISH II**

**Suggested Grade Level:** 9-10

**Prerequisites:** *IEP team placement*

This English Language Arts course practices the Common Core standards with the goal of reaching proficiency. Special focus is given to the following skills: decoding, reading fluency, and independently reading and comprehending literary and informational text. Writing skills are developed through short and long written responses, compare/contrast essays and multiple opportunities to write on a variety of topics. Writing mechanics are routinely reviewed. Sophomores will complete an extensive research project on a topic of their choice which culminates in an essay or presentation.

## **TOPICS IN LANGUAGE & LITERATURE** 0.5 Credit

**Prerequisite:** *Academic English II or Advanced English II*

*Students who have earned English II credit take two of the following courses each year, selecting one ending with an even number, one ending with an odd number (Research is a required course for senior year, unless enrolled in SMCC or AP Literature):*

### **#1135 LANGUAGE & LITERATURE: RESEARCH (this is a required course for graduation)**

**Suggested Grade Level:** 12 ( This is a fall semester course)

**Prerequisites:** *3 English credits*

The centerpiece of this course is research. Students will develop skills to refine search queries in order to get valid, appropriate and accurate research results. Students will evaluate information found in sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. Students will gather information that is



relevant to the particular lens for which they are focusing their research. The student throughout the course will demonstrate persistence by continuing to pursue information to gain a broad perspective on a variety of topics. Students will also demonstrate they know how to respect the intellectual property rights of creators and producers by using citations correctly. Ultimately students will sharpen their information gathering skills and synthesize various opinions into an informed conclusion during a major research project culminating into a formal academic paper.

### **#1134-1 LANGUAGE & LITERATURE: CRIME**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic English II or Advanced English II*

**Offered:** Spring and Fall of odd-numbered calendar years

Are you interested in the psychology behind what causes someone to commit an unthinkable crime? Would you like to explore the differences between nature and nurture, good and evil? In this class, students will analyze various aspects of crime and also examine the criminals who commit them. Students will read a wide variety of both fiction and non-fiction as they look to gain a comprehensive understanding of crime and its place in society.

### **#1134-2 LANGUAGE & LITERATURE: ENVIRONMENTAL LITERATURE**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic English II or Advanced English II*

**Offered:** Spring and Fall of even-numbered calendar years

Here in Maine, many of us live, work, and play in the natural world around us: we fish, we walk, we farm, we garden, we kayak, we ski, we hunt, we sit ... this list could go on. For us, the natural world is a source of calm and comfort, a site for adventure and challenge, a source of life and sustenance, an invaluable resource, a destructive force, and a teacher, often all at once. In this course, we use literature, nonfiction, discussions, research, writing, guest speakers, and trips into the outdoors to explore the relationship between humans and the natural world. We start the course by examining how people think about the environment and developing our own perspectives. Then, we apply this thinking to learn about and take action on a local environmental issue. Finally, we go out into the world around us and create a piece of our own environmental writing.

### **#1134-3 LANGUAGE & LITERATURE: HARD KNOCK LIFE**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic English II or Advanced English II*

**Offered:** Spring and Fall of odd-numbered calendar years

Students often ask why we always read books about sadness and adversity in English classes. Readers throughout history have always been drawn to fictional stories of adversity that allow them to confront their fears, face their personal demons, and feel the strength of those who emerge from trauma, danger, and darkness in triumph. Consequently, many of the most notable works of fiction are centered on protagonists who follow this path.

Memoir is not biography; memoir is not reporting; memoir inhabits a magical space between fiction and nonfiction. Memoir writing uses fiction devices such as dialogue, sensory language, setting, and character development, while also telling a true story about the writer in a personal manner. Readers of memoirs often find a friend and solace in these deeply personal stories. Writers of memoirs are compelled to tell their story, the one only they can tell, in order to share examples of perseverance, recovery, survival, and redemption.



In this class, we will explore stories of adversity, both fictitious and true, and the impact they have on us as individuals and on society.

#### **#1134-4 LANGUAGE & LITERATURE: SPORTS LITERATURE**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic English II or Advanced English II*

**Offered:** Spring and Fall of even-numbered calendar years

The Literature of Sports is a one-semester English elective course designed for students from any grade level with varying abilities. Students will engage in reading, class discussion, writing, and projects centered on a wide array of topics to sports. Two major texts will be studied, one for each quarter of the semester. First, students will read *The Blind Side*, which deals with issues of homelessness, public education, and the rise of a future college and NFL football star. During the 2<sup>nd</sup> quarter students read *Eagle Blue*, the story of the Fort Yukon (Alaska) High School boys' basketball team as they attempt to continue their regional championship success of past seasons. Students will also encounter frequent in-class reading selected from magazines, texts, newspapers, and online publications. Readings will be divided into units by sports—those covered will include football, basketball, boxing, baseball, soccer, and track and field. Students will complete a final research project on an individual, team, event, or controversy/topic related to athletics and present their research to the class.

#### **#1134-5 LANGUAGE & LITERATURE: MEDIA AND VISUAL LITERACY**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic English II or Advanced English II*

**Offered:** Spring and Fall of odd-numbered calendar years

Photographs, advertisements, maps, websites, television programs and movies, artwork: we are constantly 'reading' non-print texts for meaning. This course will provide the opportunity to consider the visual messages being broadcast through understanding and evaluating the purpose, author, subject, medium and genre, composition, audience, and context which shapes those texts' meanings. Students can expect regular analytical writing in response to the viewed texts. Students will also design a series of projects in selected types of non-print texts (e.g. advertisements, book covers, film trailers, and maps) using software available on MLTI laptops to demonstrate knowledge of the principles of media literacy in a hands-on way.

#### **#1134-6 LANGUAGE & LITERATURE: SCIENCE FICTION & FANTASY**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic English II or Advanced English II*

**Offered:** Spring and Fall of even-numbered calendar years

Literature is a reflection of culture. This can be especially true when tapping into the imagination. Science fiction shows us what we as a society consider to be the possibilities of technology (both good and bad), while the fantasy genre is a reflection of the well of the human psyche, capable of producing ideas that can be profound, optimistic, or sometimes dark and mysterious. But where do you draw the line between these two? Do they blend together? And is it appropriate to consider one from an academic perspective while neglecting the other? This course will examine a selection of texts that deal with themes and motifs from within these genres while bridging the gap between science fiction and fantasy. Students will consider a variety of texts and media across both genres while taking into account various similarities and differences between them.

#### **#1134-7 LANGUAGE AND LITERATURE: VOICES OF THE AMERICAN DREAM**



**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic English II or Advanced English II*

**Offered:** Spring and Fall of odd-numbered calendar years

For the past hundred years, the idea of the American Dream has evolved in a way that reflects our concerns, successes, shortcomings, and (yes) dreams as individuals and as a nation. In this class, we will study American Literature through the lens of the shifting concept of the American Dream.

In our first unit, we will read non-fiction texts about the evolution of the American Dream alongside the novel *The Great Gatsby* to examine what it might mean to achieve this dream. In our second unit, we will read and compare the play *A Raisin in the Sun* with speeches from the 1960s and '70s to consider the barriers to the American Dream and solutions to breaking down those barriers; students will then use their favorite quotes and passages from these readings to create and present a "found speech". In our final unit, we will work to define the American Dream today and explore how we might make that dream possible by discussing contemporary graphic memoirs then writing a This I Believe essay.

### **#1134-8 LANGUAGE AND LITERATURE: WAR**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic English II or Advanced English II*

**Offered:** Spring and Fall of even-numbered calendar years

Why do we go to war? What are the human costs of that decision? How does engaging in war leave a lasting imprint on those who experience it both on the front lines and on the home front? War has been a constant and enduring part of the human experience and has been etched into society and the way we process both past and current events. It has been the focus of countless novels, memoirs, articles, and movies. In this course, we will grapple with these ideas through writing, reading and discussion and investigate how great writers have addressed them in their own works through both fiction and nonfiction.

### **#1134-9 LANGUAGE AND LITERATURE: WRITING IN THE REAL WORLD**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic English II or Advanced English II*

**Offered:** Spring and Fall of odd-numbered calendar years

Writing in the Real World is a semester elective that engages students in writing for real-world purposes. We develop and apply writing skills to a range of authentic tasks that students are likely to encounter in their personal and professional lives—including job applications, consumer reviews, and letters to the editor. Beyond its importance to academic success, the ability to write well is the cornerstone of adult literacy. Authentic modeling and mentor texts provide essential guidance as students practice and go public with writing in the real world.

### **#1134-10 LANGUAGE AND LITERATURE: YOUNG ADULT LITERATURE**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic English II or Advanced English II*

**Offered:** Spring and Fall of even-numbered calendar years

In this course, students will read and analyze a variety of literature written for and about young adults. Students will work in book groups to study high-interest, accessible texts, exploring popular coming-of-age themes. They will engage in literary analysis and narrative writing to analyze and explore connections to and between texts. They will also explore trends in bestselling young-adult fiction and the increasing popularity of this genre.



### **#1133 FOUNDATIONS IN READING & WRITING**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic English II or Advanced English II; 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 research paper 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.

### **#2131 GENERAL ENGLISH III/IV**

**Suggested Grade Level:** 11-12

**Prerequisites:** *English I/II; IEP team placement*

This English Language Arts course is a continuation of General English I & II with similar focus to the reading and writing Common Core standards. Juniors and seniors are expected to be approaching proficiency in the following skills: decoding multisyllabic words, fluency when reading aloud, and independently reading and comprehending literary and informational text. Writing skills focus on the development and strengthening of skills practiced in General English I & II: short and long written responses, personal narrative essays, as well as opinion writing backed up with research and reliable sources.

## **SOUTHERN MAINE COMMUNITY COLLEGE COURSES** *1 Credit*

### **#1143 SMCC ACADEMIC ENGLISH IV COMPOSITION 100**

**Suggested Grade Level:** 12

**Prerequisites:** *recommendation from junior year English teacher, a thorough review of SMCC course policies and a minimum G.P.A. of 3.0 (recommended minimum G.P.A. of 3.2)*

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. 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 *Educated*, *American Dirt*, *The Things They Carried*, and a self-selected senior paper book. SMCC attendance and late-work policies will be enforced.

## **ADVANCED PLACEMENT ENGLISH COURSES** *1 Credit*

**Prerequisite:** *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.*

### **#113 AP ENGLISH LANGUAGE AND COMPOSITION**



**Suggested Grade Level:** 11-12

**Prerequisites:** *see above*

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.

### **#1142 AP ENGLISH LITERATURE AND COMPOSITION**

**Suggested Grade Level:** 12

**Prerequisites:** *see above*

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.

## **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.*

### **#1150a/b CREATIVE WRITING**

**Suggested Grade Level:** 9-12

**Prerequisites:** *satisfactory achievement in required English*

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.

### **#1151a/b INTRODUCTION TO & ADVANCED JOURNALISM**

**Suggested Grade Level:** 9-12

**Prerequisites:** *course offered as semester A only, or both semesters; students MUST complete semester A in order to take semester B*

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 in 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.

### **#1153a/b INTRODUCTION TO & ADVANCED FILM PRODUCTION & ANALYSIS**

**Suggested Grade Level:** 10-12

**Prerequisites:** *1 English credit; 0.5 Fine Arts credit*

*Note: students will earn 0.25 Fine Arts credit and 0.25 English credit per semester. This course is recommended for a full-year sequence, but can be taken for only the first semester if desired.*

Students in Film Production & Analysis view, analyze, and make films to expand their critical awareness of how movies are constructed as an expressive art form. Students will view films from historical, contextual, and commercial perspectives, supported by writing analyses and video essays. Concurrently, students will develop their studio techniques through planning of story, image, cinematography, directing, and editing. These skills culminate in several expansive production projects. Students will participate in artistic critique for refinement and demonstration of technique.

### **#1170a LITERACY WORKSHOP**

**Suggested Grade Level:** 9

**Prerequisites:** *students who need additional support in reading fluency and comprehension and/or writing; referral required*

Students are referred to this course based on a need for literacy support. It has been designed to meet students' individual needs in reading fluency, reading comprehension, and writing. Students will learn how to improve their reading habits, reflect on their abilities, and set specific literacy goals. Course work involves support from a Literacy Specialist, one-on-one conferences with the instructor, a workshop environment, modeling of effective reading and writing strategies and practices, in-class reading and writing sessions, and choice in reading material and writing topics.

# HEALTH & PHYSICAL EDUCATION

## Academic Planning Notes:

- Health credit required: ½; Physical Education credit required: 1 (PE I & PE II/Outdoor Ed)
- Electives do not satisfy the state health and physical education credit requirements.

## #1810s PHYSICAL EDUCATION I

**Suggested Grade Level:** 9

**Prerequisites:** *none*

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. In addition to fitness and individual lifetime activities, students will participate in an adventure-based education program that includes cooperative games and indoor ropes course.

## #1820s PHYSICAL EDUCATION II

**Suggested Grade Level:** 10-12

**Prerequisites:** *Physical Education I*

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.

## #1822s HEALTH

**Suggested Grade Level:** 10

**Prerequisites:** *none*

Health means more than just the absence of illness. Your personal health affects everything about you and impacts all aspects of your life such as your relationships, career goals, attitudes, successes, etc. This course is designed to help teens not only survive, but also thrive in a challenging world as they study the various dimensions of health.

## #1821s OUTDOOR EDUCATION

**Suggested Grade Level:** 10-12

**Prerequisites:** *Physical Education I*

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

This course provides students with an alternative way to fulfill Maine's PE requirement or may be taken as an elective. Coursework introduces students to lifelong activities in an outdoor setting. Activities may include biking, cross country skiing, snowshoeing, archery, outdoor safety tips, shelter building, and disc golf.

## HEALTH & PHYSICAL EDUCATION ELECTIVES

*NOTE: These courses do NOT fulfill the health and physical education graduation requirements.*



### **#1834s RESISTANCE TRAINING**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Successful completion of PE I and PE II or Outdoor Education*

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 flexibility to promote a healthy body.

### **#1835s TEAM SPORTS**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Successful completion of PE I and PE II or Outdoor Education*

This course is designed for the student who enjoys participating in a 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.

### **#1831s FIT FOR LIFE**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Successful completion of PE I and PE II or Outdoor Education*

Are you looking to make some changes in your life? Maybe you want to be in better shape or learn how to eat healthier and how to prepare a variety of healthy foods. The focus of this semester-long class is to develop an appreciation for a healthy lifestyle that promotes good overall health and habits to be “Fit for Life”.

### **#1832s INDEPENDENT LIVING**

**Suggested Grade Level:** 11-12

**Prerequisites:** *none*

Life after high school... Sounds magical, right? With freedom comes great responsibility. Independence is a privilege with much excitement but also many challenges. No matter where post-secondary plans lie, the goal of this course is to provide students with basic knowledge and skills for living independently to face common “adulting” challenges with confidence and fortitude. Independent Living is a combination of skills-based Career Readiness and Home Economics activities. Topics include budgeting & shopping/saving skills, interview skills, nutrition, meal prep/planning, kitchen basics, professionalism, email etiquette, clothing & household maintenance, car basics, apartment hunting & the home buying process, basic first aid, etc.

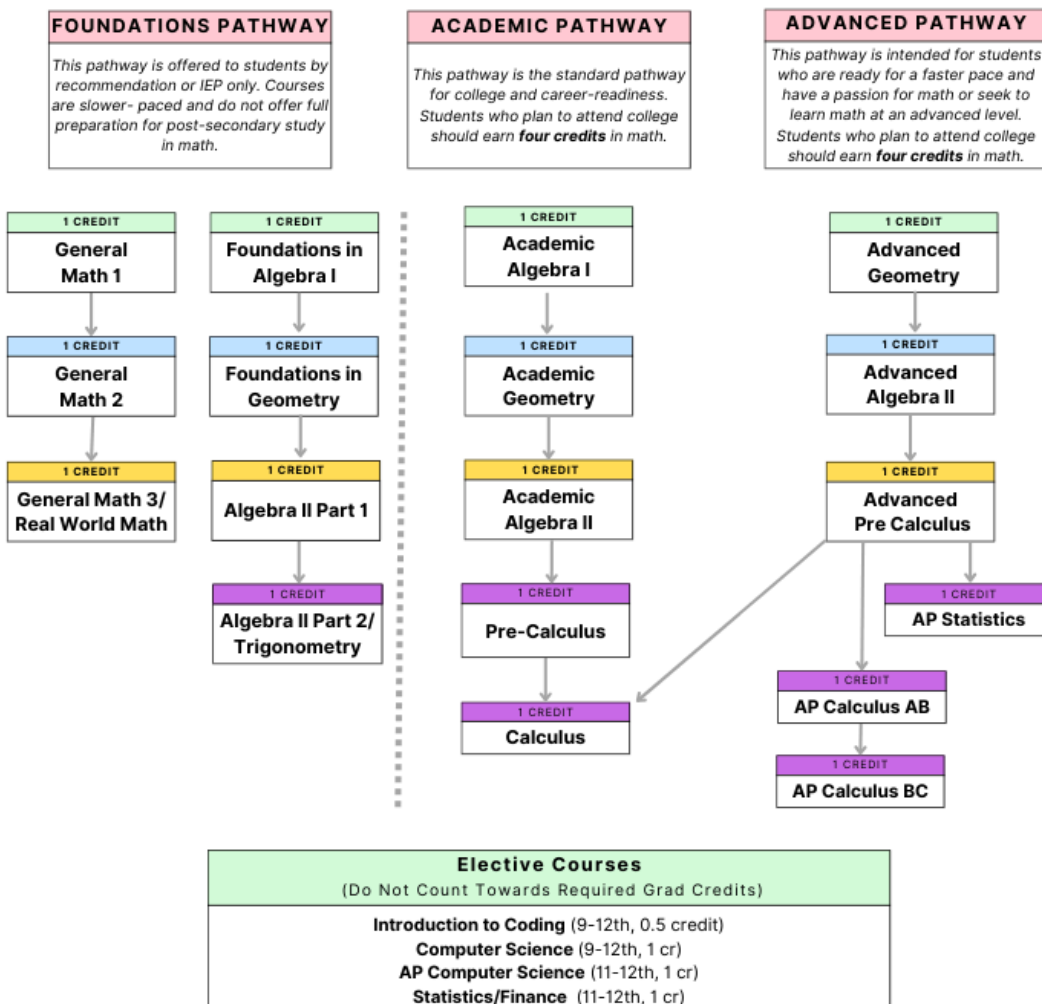
# MATHEMATICS

## Academic Planning Notes:

- **Mathematics credits required for graduation: 3**
- Students who plan to attend a community college, four-year college or university are strongly advised to complete four years of mathematics.
- Actual student paths over the course of four years may differ from the 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.

## Mathematics Course Flowchart

3 MATHEMATICS CREDITS ARE REQUIRED





### **#1310 FOUNDATIONS IN ALGEBRA I**

**Suggested Grade Level:** 9

**Prerequisites:** *none; by teacher recommendation only*

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. Students should expect to be scheduled for RTI math support along with this course.

### **#1311 ACADEMIC ALGEBRA I**

**Suggested Grade Level:** 9

**Prerequisites:** *none*

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.

### **#2311 GENERAL MATH 1**

**Suggested Grade Level:** 9-10

**Prerequisites:** *IEP team placement*

An introduction to pre-algebraic/algebraic concepts such as: solving equations and inequalities in one variable, simplifying algebraic expressions, properties of exponents, linear equations and graphs while also addressing individual lagging math skills. Students will also be introduced to functional math skills such as using a tape measure, percentages, fractions, and everyday math skills.

### **#1320 FOUNDATIONS IN GEOMETRY**

**Suggested Grade Level:** 10

**Prerequisites:** *Algebra I; by teacher recommendation only*

This course follows Foundations in Algebra I. It covers basic geometric topics using an activity approach. Students are encouraged to explore and investigate geometry using a variety of manipulatives. 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 Part I as the third course in a three-year sequence.

### **#1321 ACADEMIC GEOMETRY**

**Suggested Grade Level:** 10

**Prerequisites:** *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.

### **#1322 ADVANCED GEOMETRY**

**Suggested Grade Level:** 9

**Prerequisites:** *Advanced Algebra I in 8th grade*



The course content is similar to that of Academic Geometry. Students will develop an understanding of geometric figures and their properties. Skills in drawing, visualizing, and using geometric tools will be emphasized and real-life applications will be included. Throughout this course, algebra will be integrated with geometric topics, with additional emphasis on inductive/deductive reasoning, circles, and sectors. *This course requires summer work.*

### **#2321 GENERAL MATH 2**

**Suggested Grade Level:** 10-11

**Prerequisites:** *General MATH I; IEP team placement*

An introduction to geometric concepts such as: vocabulary, plane and solid figures, measurement, area, perimeter, volume, proportions, and similarity, while also addressing lagging math skills. Students will also be working on functional math skills such as using a tape measure, percentages, fractions, and everyday math skills.

### **#1333 ALGEBRA II, PART 1**

**Suggested Grade Level:** 11

**Prerequisites:** *Geometry; by teacher recommendation only*

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, 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 II/Trigonometry.

### **#1334 ALGEBRA II, PART 2 / TRIGONOMETRY**

**Suggested Grade Level:** 12

**Prerequisites:** *Algebra II Part I 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.

### **#1331 ACADEMIC ALGEBRA II**

**Suggested Grade Level:** 11

**Prerequisites:** *Geometry*

This course allows students to study topics from the Algebra II curriculum at a college preparation level. Topics include linear relations and functions, linear systems, polynomial operations and functions, quadratic functions, and an introduction to rational functions. Students can follow this course with Pre-Calculus.

### **#1332 ADVANCED ALGEBRA II**

**Suggested Grade Level:** 10

**Prerequisites:** *Advanced Geometry*

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.*



### **#2351 GENERAL REAL LIFE MATH/MATH III**

**Prerequisites:** *General Math I & 2; IEP team placement*

**Suggested Grade Level:** 11-12

This course will be addressing lagging math skills and working on functional math skills such as using a tape measure, percentages, fractions, budgeting and other everyday math skills.

### **#1341 PRE-CALCULUS**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Advanced Algebra II or Academic Algebra II with 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.

### **#1342 ADVANCED PRE-CALCULUS**

**Suggested Grade Level:** 11

**Prerequisites:** *Advanced Algebra II*

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, combinatorics, probability and an introduction to calculus. *This course requires summer work.*

### **#1351 CALCULUS**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Pre-Calculus or Advanced Pre-Calculus with grade of B or better*

This course is offered to students who wish to prepare for postsecondary 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.*

### **#1352 AP CALCULUS AB**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Pre-Calculus or Advanced Pre-Calculus*

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.*

### **#1353 AP CALCULUS BC**

**Suggested Grade Level:** 12

**Prerequisites:** *AP Calculus AB or permission of instructor*



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.*

### **#1362 AP STATISTICS**

**Suggested Grade Level:** 11-12

**Prerequisites:** *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. *This course requires summer work.*

## **MATH ELECTIVE COURSES**

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

### **#1363 STATISTICS/FINANCE**

**Suggested Grade Level:** 12

**Prerequisites:** *Academic Algebra II*

The statistics topics in this course will help students prepare for post-secondary majors that use statistics, such as psychology, business, health science, sociology, history, education, science, pre-law, and engineering. Students will analyze data using a graphing calculator. The concepts studied include: organizing and exploring data, correlation and regression, sampling and experiments, and probability. Finance is intended for students who have an interest in developing real-world personal finance skills before graduation. The course covers everyday financial concepts and promotes the importance of building a sound financial foundation. Students will learn about topics such as money management, borrowing, earning power, investing, financial services, and insurance. *Students may take this class concurrently with Algebra II Part II/Trigonometry with teacher recommendation.*

# MUSIC

## Academic Planning Notes:

- All music courses address the Fine Arts credit requirement.
- All music courses, except Jazz Band, Guitar, 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.

## #1711 CONCERT BAND

**Suggested Grade Level:** 9-10

**Prerequisites:** *demonstrates proficiency on an instrument*

In this course students will perform and learn about a variety of pieces from the concert band repertoire. Throughout the year students will perform in a variety of settings including school concerts, festivals and pep band games. In the Spring the band also marches in the Memorial Day parade. In order to be in the band, a student must demonstrate a proficiency level that shows the student can be a contributing band member.

## #1713 JAZZ BAND

**Suggested Grade Level:** 9-12

**Prerequisites:** *must be a member of Concert Band or Wind Ensemble; recommendation of the instructor*

The course is an opportunity for instrumental musicians to explore and perform traditional big band jazz charts. There will be opportunities for students to learn improvisation. The group rehearses 3-4 hours a week after school, schedule to be determined. This group performs at school concerts, festivals and other functions throughout the year. This is a half credit course. Attendance at rehearsals and performances is mandatory.

## #1721 CONCERT CHOIR

**Suggested Grade Level:** 9-12

**Prerequisites:** *none*

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.

## #1722 CHAMBER SINGERS

**Suggested Grade Level:** 10-12

**Prerequisites:** *audition*

This course is offered to instruct singers who wish to explore more difficult choral literature for smaller groups. 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.

## #1723 TREBLE CHOIR

**Suggested Grade Level:** 10-12

**Prerequisites:** *audition*



This course is offered to singers who wish to explore advanced treble (upper) voice choral literature. 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.

#### **#1714s BEGINNING GUITAR**

**Suggested Grade Level:** 9-12

**Prerequisites:** *none*

This course is designed for the absolute beginning guitar student (no experience necessary) or someone who may wish to become proficient in any of the course learning goals. Students are welcome to use their own guitar (classical with nylon strings preferred) or they may use a school guitar for the duration of the course on a first come basis. This class does not perform any public concerts. This is a half year course for 0.5 Music/Performing Arts credit.

#### **#1715s GUITAR II**

**Suggested Grade Level:** 9-12

**Prerequisites:** *Beginning Guitar or permission of the instructor*

This course is designed for the advanced beginning to intermediate guitar student or someone who may wish to become proficient in any of the course learning goals. This course is driven by the specific interest of the students, where they have the opportunity to pursue learning styles and genres of music of their choosing. Students are welcome to use their own guitar (classical with nylon strings preferred) or they may use a school guitar for the duration of the course on a first come basis. This class does not perform any public concerts. This is a half year course for 0.5 Music/Performing Arts credit

#### **#1716s BEGINNING PIANO**

**Suggested Grade Level:** 9-12

**Prerequisites:** *none*

This course is designed for the absolute beginning piano student (no experience necessary) or someone who may wish to become proficient in any of the course learning goals. This class does not perform any public concerts. This is a half year course for 0.5 Music/Performing Arts credit.

#### **#1717s PIANO II**

**Suggested Grade Level:** 9-12

**Prerequisites:** *Beginning Piano or permission of the instructor*

This course is designed for the intermediate piano student or someone who may wish to become proficient in any of the course learning goals. This class does not perform any public concerts. This is a half year course for 0.5 Music/Performing Arts credit.

#### **#1732s SONGWRITING**

**Suggested Grade Level:** 9-12

**Prerequisites:** *One of the following courses; Beginning Guitar, Beginning Piano or permission of the instructor*

The Songwriting course is designed for students interested in exploring writing their own songs. This course will explore lyric writing along with the basics of melody, harmony, bass and beats composition. Students will learn modern music



industry practices along with how to use a digital audio workstation. Public performances are not required but opportunities will be available. This is a half year course for 0.5 Music/Performing Arts credit.

# SCIENCE

## Academic Planning Notes:

Students and parents should be aware of the following when selecting science courses:

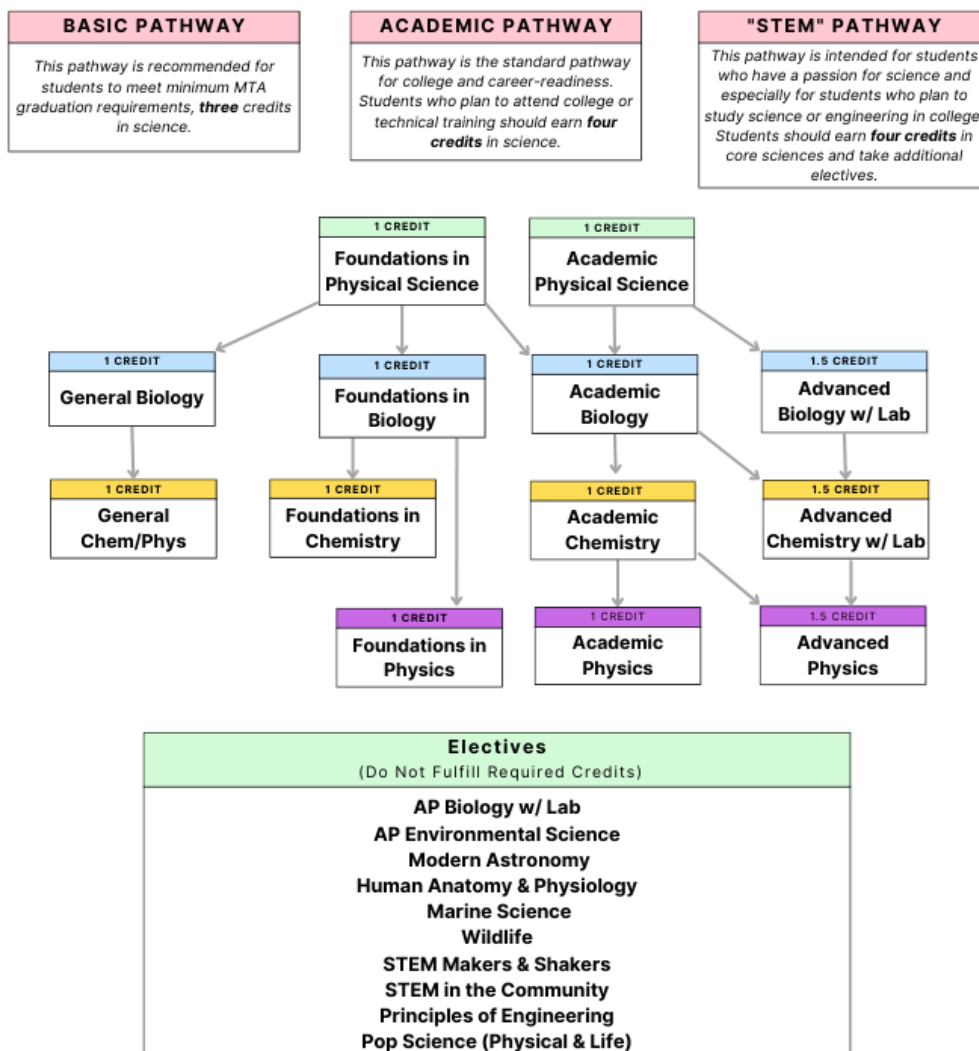
\* At least three (3) science credits are required to graduate.

\* Four (4) years of core sciences are recommended to students who are interested in going to college.

\* More than four (4+) years of science is recommended for students who want to pursue science or engineering in college.

## Science Course Flowchart

3 SCIENCE CREDITS ARE REQUIRED





### **Additional Notes:**

\*All levels of the Physical Science, Biology, Chemistry, and Physics courses have a laboratory component and meet the graduation requirements. Most colleges and universities recommend graduating high school students take science that include a lab component. Competitive colleges recommend students take 4 lab science classes. It is recommended that students take additional science electives if they are interested in studying science, math, engineering, or technology in the future.

\* Elective courses may be taken in addition to, though not in replacement of, those from the selected core curriculum sequence.

\* Students who wish to enroll in advanced level courses must complete a screening process in the second half of the preceding school year. Screening test dates will be communicated via school wide announcements.

\*All science courses are aligned with national Next Generation Science Standards and Scientific Practices. Each course seeks to develop students who will be able to:

1. Ask questions and define problems.
2. Plan and carry out investigations.
3. Analyze and interpret data.
4. Use mathematics and computational thinking.
5. Obtain, evaluate, and communicate information.

### **Guidelines to address course failures:**

\* Students who do not pass freshman Physical Science must retake the course. They may enroll at the same time as Biology with administrative permission. Students who do not pass Biology must retake a Biology course. They may enroll at the same time as another science with administrative permission.

\* Students who do not pass Chemistry should enroll in Physics to complete their third science credit in their senior year, or if failed Physics as a junior should take Chemistry as a senior to get their third credit.

\*If students fail a required course with a 50-59%, some electives *may* be used for credit recovery depending on the situation, and need to be approved on an individual basis with the science department head.

## **SCIENCE I COURSES**

### **#1410 FOUNDATIONS IN PHYSICAL SCIENCE**

**Suggested Grade Level:** 9

**Prerequisites:** *Middle School Science*

This course is designed for students who may need a more supportive setting as they work to master scientific and mathematical concepts. Lessons are structured to help students gain an understanding of content through experimentation and data analysis. There is a laboratory component to the course, though it may be limited in scope as compared to the Academic Physical Science course. There is a focus on the development of scientific skills, practices, and habits of mind. Topics include: scientific practices, measurement, the Solar System, the Universe, matter, Earth's interior, Earth's atmosphere and hydrosphere, climate change, and human impacts on Earth's systems. There is an emphasis on the physical aspects of these systems. Students are expected to maintain a science notebook and complete daily assignments.

### **#1411 ACADEMIC PHYSICAL SCIENCE**

**Suggested Grade Level:** 9

**Prerequisites:** *Middle School Science*

This rigorous course is designed for students who plan to further their education beyond high school, and is structured to



help students gain a deep understanding of content through experimentation and data analysis. This provides students with an opportunity for a laboratory science experience in the first year of high school with a focus on developing critical scientific skills, practices, and habits of mind. Topics include: scientific methods, chemistry of the universe, classification and interactions of matter, Earth cycles and systems, energy, and human activity and the environment. Students are expected to maintain a science notebook and complete daily assignments. There are opportunities for student choice built into the curriculum, giving students the opportunity to do yet more challenging work on select assignments to advance their learning further and even better prepare for more advanced studying of science in the future.

## SCIENCE II COURSES

### #2421 GENERAL BIOLOGY

**Suggested Grade Level:** 10

**Prerequisites:** *Science I; IEP team placement*

The General Biology course is a small class held in the general education Science Lab. This course is designed to provide a fundamental understanding of the principles of biology. Topics include: ecology, cells, heredity, reproduction, and evolution. The course takes a more conceptual approach to topics, through experimentation and data analysis. There continues to be an emphasis on the development of scientific skills, practices, and safety.

### #1420 FOUNDATIONS IN BIOLOGY

**Suggested Grade Level:** 10

**Prerequisites:** *Science I*

This course is designed for students who plan to further their education beyond high school, and who may need a more supportive setting as they work to master scientific and mathematical concepts. The class is designed to provide a fundamental understanding of the principles of biology. Topics include: characteristics of life, molecular biology, ecology, cells, heredity and reproduction, and evolution. The course takes a more descriptive and conceptual approach to topics, though experimentation and data analysis are incorporated into many lessons. There continues to be an emphasis on the development of scientific skills, practices, and habits of mind. Students are encouraged to assume more independent roles and responsibilities in the learning process. Students are expected to maintain a science notebook and complete daily assignments. Projects involving research and presentations are also required.

### #1421 ACADEMIC BIOLOGY

**Suggested Grade Level:** 10

**Prerequisites:** *Science I*

This more rigorous Biology course addresses the following topics: characteristics of life, molecular biology, ecology, cells, heredity and reproduction, and evolution. There continues to be an emphasis on the development of scientific skills, practices, and habits of mind. There are strong expectations concerning the roles and responsibilities of students in the learning process. Strong work ethic and writing proficiency are essential for student success. Frequent lab exercises, independent projects with oral presentations, readings, daily homework, and research are required.

### #1422 ADVANCED BIOLOGY

**Suggested Grade Level:** 10

**Prerequisites:** *Science I; Academic Algebra I; department screening including successful completion of summer work*

This level of Biology is more demanding than Academic Biology. Topics include: characteristics of life, molecular biology,



ecology, cells, heredity and reproduction, and evolution. There continues to be an emphasis on the development of scientific skills, practices, and habits of mind. As compared to Academic Biology, there is an even greater expectation concerning the responsibility of the student in the learning process. Very strong work ethic, reading, and writing proficiency are essential for student success. Frequent lab exercises, independent projects with oral presentations, readings, and homework will be part of the course expectations. Students are expected to conduct an extensive research project, complete extra readings, and keep a year-long ecology journal. Students must complete the department screening process and the required summer work. *Students who sign up for this should also sign up for the Advanced Biology Lab (below).*

#### **#1422s ADVANCED BIOLOGY LAB**

**Suggested Grade Level:** 10

**Prerequisites:** *Current enrollment in Advanced Biology*

This lab will meet for an entire period (in addition to class) during the fall semester only.

### **SCIENCE III COURSES**

#### **#1430 FOUNDATIONS IN CHEMISTRY**

**Suggested Grade Level:** 11

**Prerequisites:** *Science I; Science II; Algebra I*

This course is designed for students who plan to further their education beyond high school, but may need a more supportive setting as they work to master scientific and mathematical concepts. It is designed to provide a fundamental understanding of the principles of chemistry. Topics include gas laws, nucleosynthesis, periodic table, atomic structure, chemical formulas, chemical bonding, chemical equations, matter, and energy. The course is designed to balance the learning of chemistry concepts with exposure to real life experiences and applications. The course takes a more descriptive and conceptual approach to topics, though experimentation and data analysis are incorporated into many lessons there is less emphasis on high level math and more emphasis on the development of scientific skills, practices, and habits of mind. Students are encouraged to assume independent roles and responsibilities in the learning process, are expected to maintain a science notebook and complete daily assignments.

#### **#1431 ACADEMIC CHEMISTRY**

**Suggested Grade Level:** 11

**Prerequisites:** *Science I; Science II; Algebra II (or concurrent enrollment)*

This course is designed for students who plan to further their education beyond high school in a two- or four-year college setting. Topics include gas laws, nucleosynthesis, periodic table, atomic structure, chemical formulas, chemical bonding, chemical equations, matter and energy, and acids and bases. Students are expected to learn more independently with greater math and writing proficiencies necessary for student success. There continues to be an emphasis on the development of scientific skills, practices, and habits of mind. There are strong expectations concerning the roles and responsibilities of students in the learning process. Students are expected to maintain a science notebook and complete daily assignments.

#### **#1432 ADVANCED CHEMISTRY**

**Suggested Grade Level:** 11

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



This course is designed for students who plan to further their education beyond high school in a two- or four-year college setting with a science-related major. This level of chemistry is more demanding than Academic Chemistry and requires more independent thought. Topics include gas laws, nucleosynthesis, periodic table, atomic structure, chemical formulas, chemical bonding, chemical equations, matter and energy, acids and bases, thermochemistry, nuclear chemistry, solutions, and equilibrium. There continues to be an emphasis on the development of scientific skills, practices, and habits of mind. As compared to Academic Chemistry, there is an even greater expectation concerning the responsibility of the student in the learning process. The approach of this course allows for a deeper exploration of topics, and requires very strong math skills along with the ability to independently design and conduct experiments. Students must complete the department screening process and required summer work. Students are expected to maintain a science notebook and complete daily assignments. *Students who sign up for this need to also sign up for the Advanced Chemistry Lab (below).*

#### **#1432s ADVANCED CHEMISTRY LAB**

**Suggested Grade Level:** 11

**Prerequisites:** *current enrollment in Advanced Chemistry*

This lab will meet for half of a period all year long.

### **SCIENCE IV COURSES**

#### **#1440 FOUNDATIONS IN PHYSICS**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Successful completion of Science III (unless on a 3-year plan then Science II) and concurrent enrollment in Algebra II*

This course provides students with opportunities to explore how they will experience Physics in everyday life and will help prepare them for education and careers after high school. Learning opportunities are designed to help students improve skills that are necessary for strong Science citizenship such as critical thinking, problem solving, and basic mathematical skills. Conceptual applications of physical phenomena such as motion, forces, momentum, energy, waves, electricity and magnetism are examined with an emphasis on the relevance and impact of Physics in the real world.

#### **#1441 ACADEMIC PHYSICS**

**Suggested Grade Level:** 12

**Prerequisites:** *Successful completion of Academic Algebra II.*

This course is recommended for students planning to attend (2-4 yr) college, especially if in a Science related major or want to pursue a technical career. Students will be introduced to physical phenomena such as motion, forces, two-dimensional interactions, circular motion, momentum, energy and other topics as time allows.. This course provides the opportunity to explore the nature of Physics not only at a conceptual level, but through building mathematical models and performing experiments. There is a strong emphasis on the development of scientific thinking and practices in order to develop critical thinking and problem solving skills for the 21st century. This course holds high expectations for the student in the learning process and therefore requires the student to have the ability to work collaboratively and independently with grade-level appropriate math and writing proficiencies.

#### **#1442 ADVANCED PHYSICS/SMCC PHYSICS** *Pending Approval by the MSAD #75 Board of Directors*

**Suggested Grade Level:** 12



**Prerequisites:** *Successful completion of Pre-Calculus (or concurrent enrollment) and department screening including successful completion of summer work.*

This course is recommended for students planning to attend a four year college or university and major in a Science or Engineering field. It also offers students the opportunity to earn College credit for their work. Successful completion will grant the equivalent credit for SMCC's College Physics (Physics 150).

Students will be introduced to physical phenomena such as motion, forces, two-dimensional interactions, circular motion, momentum, energy and other topics as time allows. This course provides the opportunity to explore the nature of Physics through building mathematical models and performing experiments. The rigorous approach of this course allows for a deeper exploration of topics, and requires very strong math skills along with the ability to independently design and conduct experiments. As in Academic Physics, there is a strong emphasis on the development of scientific thinking and practices in order to develop critical thinking and problem solving skills. But in Advanced Physics, there is an even greater expectation concerning the responsibility of the student in the learning process and therefore requires the student to have the ability to work collaboratively and independently with advanced grade-level appropriate math and writing proficiencies.

## **SCIENCE III/IV COMBINED COURSE**

### **#2431 GENERAL CHEMISTRY/PHYSICS**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Science I; Science II; IEP team placement*

The General Chemistry/Physics course is a small class held in the general education science lab. This course introduces students to fundamental concepts in chemistry and physics using an integrated approach. Major topics include scientific measurement and experimental design, states of matter, atomic structure, chemical bonding and reactions, and energy, alternative energy sources, motion, forces, gravity, momentum, energy and work, and conservation of energy. There continues to be an emphasis on the development of scientific skills, practices, and safety.

## **SCIENCE ELECTIVES**

*NOTE: These courses do NOT fulfill scope and sequence requirements (or graduation requirements) associated with Science I, II, III, and IV coursework. Some may not be offered in a given year, depending upon student interest and section availability.*

### **#1451 AP BIOLOGY**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic or Advanced Science II; Successful completion of or concurrent enrollment in Academic or Advanced Science III; department screening including successful completion of summer work*

This rigorous introductory college level course is for students who want to pursue a college major in any branch of the sciences. There is an emphasis on the development of scientific skills, practices, and habits of mind with extensive readings and a demanding laboratory program. Learning goals are set by the College Board and 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 and independent learning are required. *Students signing up for this course must also sign up for AP Biology Lab.*



### **#1451s AP BIOLOGY LAB**

**Suggested Grade Level:** 11-12

**Prerequisites:** *current enrollment in AP Biology*

This lab will meet for half of a period all year long and is required alongside AP Biology.

### **#1452 AP ENVIRONMENTAL SCIENCE**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic or Advanced Science II; Successful completion of or concurrent enrollment in Academic or Advanced Science III; department screening including successful completion of summer work*

This introductory college level course concerns the science of environmental problems, processes, and solutions. Students will learn about Earth's ecosystems, biodiversity, and natural systems and explore how changes in human population, land use, energy production, and pollution are impacting Earth's systems and leading to global changes. Students are exposed to several field techniques used to gather environmental data. 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.

### **#1461s & #1462s MODERN ASTRONOMY**

**Prerequisites for #1462s (Grade 9-10):** *Successful completion of OR concurrent enrollment in Science I and Algebra I, or permission of instructor.*

**Prerequisites for #1461s (Grade 11-12):** *Successful completion of Science III (or concurrent enrollment) and successful completion of Algebra II (or concurrent enrollment), or permission of instructor.*

In this course, students will learn how to develop models of space and time that enable them to locate objects and map space from the perspective of Earth. They will then examine motion and forces in order to develop a generalizable model of orbital motion and will construct both particle and wave models of light as a mode of energy transfer (and information transfer). Finally, students will develop a model of cosmic evolution to better understand the history and fate of our universe. In this last unit of study, we will consider the probability of life elsewhere in the universe on exoplanets. Students will develop skills and knowledge in observational astronomy, stellar photometry, data and image analysis, and how telescopes work. If time allows, they will access remote telescopes and collaborate with Citizen Science exoplanet astronomers in their own exoplanet observations. This course can be seen as a first step in preparing students for careers in Science or Astronomy and encourages lifelong astronomical involvement.

Modern Astronomy #1461s (Semester 1 for Grade levels 11-12) and Modern Astronomy #1462s (Semester 2 for Grade levels 9-10) covers the same topics and follows the same methodology as described above but goes more in depth, and naturally incorporates grade level appropriate mathematics, data analysis and pacing.

### **#1465 ANATOMY AND PHYSIOLOGY/SMCC HUMAN BIOLOGY (BIOL 105) *Pending Approval by the MSAD #75 Board of Directors***

**Suggested Grade Level:** 11-12

**Prerequisites:** *Academic or Advanced Science II; Academic or Advanced Science III (or concurrent enrollment), SMCC recommends students have a cumulative GPA of 3.0 or higher but exceptions can be made*

This year-long course provides mature students with an opportunity to explore and apply knowledge of the human body through learning about anatomical structures and functions. In this course you will learn about the language of anatomy, cellular physiology, and the major organ systems of the body 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. It should be noted that this class is NOT a substitute for college-level Anatomy & Physiology, but is an introduction to it, which significantly prepares students for the college-level course. Pending final approval, students who are successful in this course will be granted a Southern Maine Community College (SMCC) credit in a Human Biology lab course.

**#1468s MARINE SCIENCE** *Offered Semester 2 only*

**Suggested Grade Level:** 10-12

**Prerequisites:** *Science I; Science II (or concurrent enrollment)*

This course gives students an opportunity to explore the relationships between the physical, geological, and chemical properties of the oceans. It also covers the ecological, environmental, and evolutionary positions occupied by marine organisms. Students examine and at times use technologies for investigating oceans. A study of 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 dissections, individual research projects, and library and internet research.

**#1469s WILDLIFE** *Offered Semester 1 only*

**Suggested Grade Level:** 11-12

**Prerequisites:** *Science I & II*

This course builds on ecological standards and principles that are addressed in biology and integrates the principles of zoology and ecology with the lives of different kinds of plants and animals that inhabit North America, with a focus on species that live in Maine. Students will learn about the descriptions of the lives, structures, growth, and classification of species in their natural habitats. Students will appreciate how each organism is adapted to its environment and highlights ways that humans and wildlife can reduce competition for resources that are needed by both. Frequent use of field guides, discussions, homework, lab exercises, and independent projects are required.

**#1471s POP LIFE SCIENCE** *Offered Semester 1 only*

**Suggested Grade Level:** 10-12

**Prerequisites:** *Science I*

This is a half-year course designed to facilitate student learning and exploration around biological science topics by using film and literature as a guiding focus. Students will use scientific skills and critical thinking to participate in group discussions and research activities. Topics include: Scientific Method, Scientific Ethics, Adaptations, Animal Behavior, and Cells.

**#1472s POP PHYSICAL SCIENCE** *Offered Semester 2 only*

**Suggested Grade Level:** 9-12

**Prerequisites:** *Science I (or concurrent enrollment)*

This is a half-year course designed to facilitate student learning and exploration around physical science topics by using film and literature as a guiding focus. Students will use scientific skills and critical thinking to participate in group discussions and research activities. Topics include: Scientific Method, Scientific Ethics, Weather and Climate, Solar System and Stars, Chemistry, and Energy.



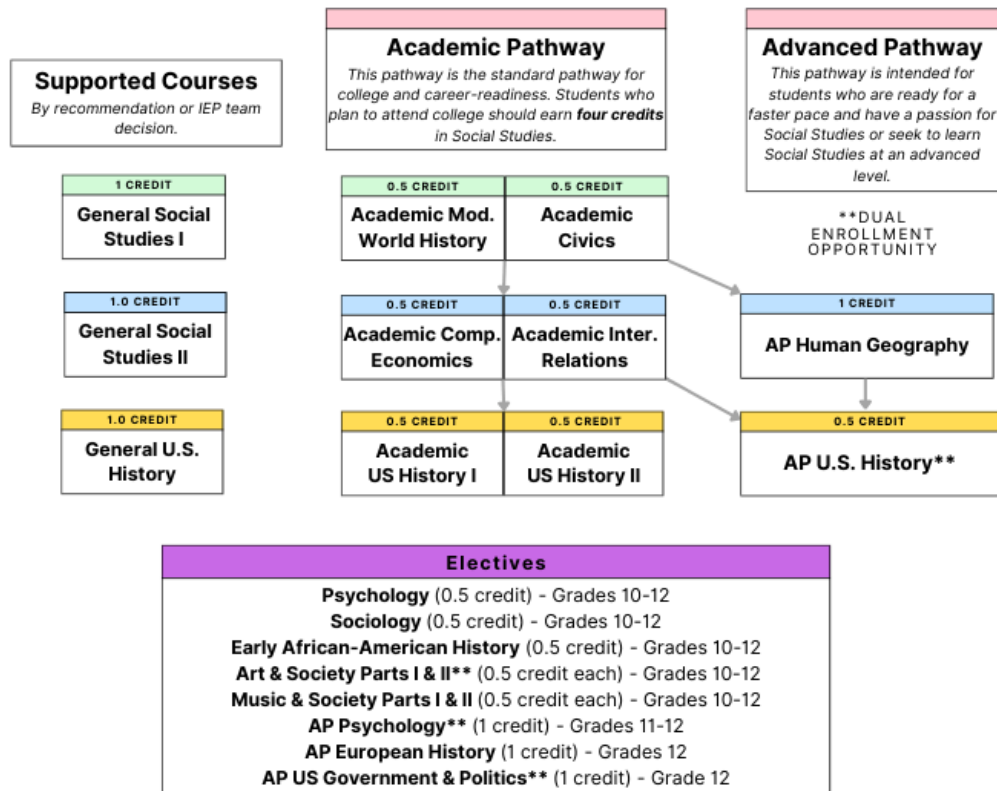
# SOCIAL STUDIES

## Academic Planning Notes:

- **Social Studies credits required: 3** (Social Studies I-III). All students must complete required assessments embedded in Social Studies I-III courses.
- Many students enroll in one or more additional social studies electives during their final two years of high school. Earlier enrollment requires department head approval.

## Social Studies Course Flowchart

3 CREDITS ARE REQUIRED



## SOCIAL STUDIES I

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

### #1511a ACADEMIC MODERN WORLD HISTORY

Suggested Grade Level: 9

Prerequisites: *none*

*Modern World History* introduces important foundational themes about how the world functions in the modern era. Students will study the important themes of nationalism, revolution and globalization, examine specific case studies, and





apply their understanding to novel situations. Many of these themes will be explored in later courses making *Modern World History* an important foundation for the study of social studies at the high school.

### **#1511b ACADEMIC CIVICS**

**Suggested Grade Level:** 9

**Prerequisites:** *none*

Students take *Civics* to become responsible, empowered and engaged citizens capable of understanding important foundational documents, Constitutional principles, structures and processes of American democracy and participating positively as informed citizens in the democratic process in order to devise and advocate for creative solutions to improve the common good.

### **#2511 GENERAL SOCIAL STUDIES I**

**Suggested Grade Level:** 9

**Prerequisites:** *IEP team placement*

Students will spend their first semester learning about ancient civilizations, religions, and mythology and modern world history and how they relate to our world today. The second semester will focus on civics and government.

## **SOCIAL STUDIES II**

*Prerequisite: Social Studies I*

*10th grade students take the two semester courses that follow or screen for AP Human Geography*

### **#1521a ACADEMIC COMPARATIVE ECONOMICS**

**Suggested Grade Level:** 10

**Prerequisites:** *Social Studies I*

As individual actors operating in a variety of economic settings affected by scarcity, students study *Comparative Economics* to gain an understanding of how economic decisions at all levels (individual, government, and system) impact their lives and to make informed decisions about economic models and policies so that students can advocate for their own economic goals and personal interpretations of fairness.

### **#1521b ACADEMIC INTERNATIONAL RELATIONS**

**Suggested Grade Level:** 10

**Prerequisites:** *Social Studies I*

By taking *International Relations*, students will become knowledgeable and skilled observers of global events after studying units on international relations theory, conflict, international organizations and foreign aid. Students will analyze the causes and consequences of international events and evaluate the tensions between national and global interests in order to develop possible solutions and policy alternatives to persistent and emerging global issues.

### **#1523 AP HUMAN GEOGRAPHY**

**Suggested Grade Level:** 10

**Prerequisites:** *Social Studies I; department screening including completed summer work*

This college-level course prepares students for the AP Human Geography exam. The course offers an in-depth look at the



study of how humans, across time and place, have interacted with their environment. Students will explore how humans have shaped their environment, how their environment has shaped them, and the patterns of human geography. The course will ask students to make connections between various fields of study, including history, geography, economics, environmental science, and statistics.

## **#2521 GENERAL SOCIAL STUDIES II**

**Suggested Grade Level:** 10

**Prerequisites:** *IEP team placement*

The first semester students will learn the basic principles of economics including supply and demand, economics systems, and globalization. During the second semester, students are introduced to international relations and US foreign policy. Students learn about the foundations of world governments, the history of US involvement in foreign conflicts, and current US involvement in foreign affairs.

## **SOCIAL STUDIES III**

*Prerequisite: Social Studies II*

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

## **#1531a ACADEMIC US HISTORY I**

**Suggested Grade Level:** 11

**Prerequisites:** *Social Studies II*

Studying American history helps students understand and grapple with complex questions and dilemmas in American life by examining how the past has shaped and continues to shape relationships between society and people. 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. This semester will focus on American history from Reconstruction to the Great Depression.

## **#1531b ACADEMIC US HISTORY II**

**Suggested Grade Level:** 11

**Prerequisites:** *Social Studies II*

In the second half of American history, students study the major events, themes, and patterns in 20th century American history from World War II to the late twentieth century. 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.

## **#1532 AP UNITED STATES HISTORY/THOMAS COLLEGE US HISTORY**

**(Concurrent Enrollment Thomas College for HG 221: United States History Before the Civil War and HG222: United States History Since the Civil War)**

**Suggested Grade Level:** 11

**Prerequisites:** *Social Studies I and Social Studies II; department screening including completed summer work*

This course provides an in-depth examination of US history from the origins of British settlement in North America through the contemporary period. Some key topics to be covered include: the interactions of European, Native American



and African peoples, Civil War, Reconstruction, industrialization, progressivism, World Wars I and II, the Great Depression and the Civil Rights Movement. 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. This course also will introduce students to the process of thinking historically, with a focus on original historical sources.

### **#2531 GENERAL US HISTORY**

**Suggested Grade Level:** 11-12

**Prerequisites:** *IEP team placement*

This class will be an opportunity for students to refresh on the basics of US history, while being given the chance to dive deeper into topics that the students choose from. Once the basics are covered, the students will use their voice to vote on what units they are interested in. Unit ideas include: the Great Depression, Roaring 20s, Life of a Cowboy/Cowgirl, Conspiracy Theories, Native American technology, US Involvement in Wars, Our Presidents and Their Legacies, Civil Rights, and more. The students final will consist of planning a road trip that includes National Parks and historical sites we learn about throughout the year.

## **SOCIAL STUDIES ELECTIVES**

*NOTE: these courses do NOT fulfill scope and sequence requirements or learning goals/standards for graduation associated with Social Studies I-III coursework.*

### **#1561a&b ART & SOCIETY, PARTS I & II/THOMAS ART APPRECIATION**

**(Concurrent Enrollment Option through Thomas College for HU 230: Art Appreciation)**

**Suggested Grade Level:** 10-12

**Prerequisites:** *none*

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 provide a highly interdisciplinary, hands-on learning experience. The courses may be taken in any order, but Concurrent Enrollment students must take both semesters in order during the same school year.

### **#1553s EARLY AFRICAN-AMERICAN HISTORY**

**Suggested Grade Level:** 10-12

**Prerequisites:** *none*

African-American history traces its roots to long before the colonization and development of the Americas. This course will examine how the African-American experience came to be by tracing the migration patterns of Africans, examining the political strife that embodied the early history of the United States, and exploring the African-American experience in the Civil War.

### **#1562a&b MUSIC & SOCIETY, PARTS I & II**

**Suggested Grade Level:** 10-12

**Prerequisites:** *none*

Between *Music & Society Part I* and *Part II*, the entire spectrum of music history will be covered. Part I will focus more on the music of the Ancient World, Middle Ages, Renaissance and Baroque periods. Part II will focus on the music of the



Classical and Romantic periods along with the 20th and 21st centuries to include contemporary music. The music history course will examine and listen to the characteristics of music from different eras and connect the music to the events and concerns of their times.

#### **#1558s PSYCHOLOGY**

**Suggested Grade Level:** 10-12

**Prerequisites:** *none*

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 the human experience.

#### **#1559s SOCIOLOGY**

**Suggested Grade Level:** 10-12

**Prerequisites:** *none*

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, institutions, and belief systems. Principles are applied to social problems and issues, addressing topics such as race, family, religion, poverty, population, values, and education.

#### **#1543 AP EUROPEAN HISTORY**

**Suggested Grade Level:** 12

**Prerequisites:** *Social Studies III; departmental screening including completed summer work*

AP European History provides students with an opportunity to continue to enhance their historical skills through an in-depth examination of the political, social, economic, intellectual and artistic developments in modern European history. This course will cover the history of Europe from the Renaissance up to the rise of the European Union.

#### **#1541 AP US GOVERNMENT & POLITICS/THOMAS AMERICAN GOVERNMENT**

**(Concurrent Enrollment Option through Thomas College for PS 213 American National Government)**

**Suggested Grade Level:** 12

**Prerequisites:** *Social Studies III; department screening including completed summer work*

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.

#### **#1542 AP PSYCHOLOGY/THOMAS GENERAL PSYCHOLOGY**

**(Concurrent Enrollment Option through Thomas College for PY 111 General Psychology)**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Social Studies II; department screening (including at least a grade of B in a Biology course) and completed summer work*

*AP Psychology* provides students with an opportunity to explore key ideas, theories and methods of scientific study related to human thinking and behavior. While this is a college-level course and therefore intended to offer a challenge



to students, the material covered is very approachable because students experience many of the concepts we study in their own lives. Students will learn by reading, discussing and experiencing key concepts.

# TECHNOLOGY, ENGINEERING, & COMPUTER SCIENCE

## Academic Planning Notes:

- All STEM, Technology, and Computer Science Courses are elective courses for interested students; none are required for graduation, though these courses may support students in earning elective credits required for graduation.

## #1911s Google It!: GOOGLE SUITE & DIGITAL TOOLS *Pending Approval by the MSAD #75 Board of Directors*

**Suggested Grade Level:** 9-12

**Prerequisites:** *n/a*

This half year course is designed to teach students how to use the tools in the Google Suite for Education with applications in their schoolwork and eventual workplace. Includes proper email etiquette and attaching files with Gmail, how to use a spreadsheet and make graphs with Google Sheets, word processing with Google Docs and Canva, best search options in Google's research finders- Google, Google Scholar, and Google Bard, making websites and postings beyond with Google Sites, how to make engaging presentations with Canva and Google Slides, how to collect data with Google Forms, and using Google Meet to collaborate and Google Calendar to organize and keep track of assignments, meetings, clubs, and sports.

## #1951s INTRODUCTION TO CODING

**Suggested Grade Level:** 9-12

**Prerequisites:** *none*

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 students may take Computer Science I.

## #1952 COMPUTER SCIENCE

**Suggested Grade Level:** 9-12

**Prerequisites:** *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.

## #1953 AP COMPUTER SCIENCE

**Suggested Grade Level:** 10-12

**Prerequisites:** *Computer Science or permission of instructor*

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.



**#1912s STUDENT AS CREATOR: USING TECHNOLOGY TO MAKE AND CREATE** *Pending Approval by the MSAD #75 Board of Directors*

**Suggested Grade Level:** 9-12

**Prerequisites:** *none*

Learning STEM tools such as : LEGO robotics, Audiovisual cameras, 3D printers, Virtual Reality and Augmented reality, students will learn how to create their own works to use in classroom presentations and later in the workplace. Software for each of these tools will be explained in detail and prepare students to use other such software package in the future.

**#1931s STEM MAKERS AND SHAKERS** *Pending Approval by the MSAD #75 Board of Directors*

**Suggested Grade Level:** 9-10

**Prerequisites:** *Science I (or concurrent enrollment)*

This introductory, project-based course provides students with exposure to science and engineering principles, practices, and technology. Students will develop skills in problem-solving and design, while also investigating authentic and contemporary problems. This course emphasizes hands-on experiments, interactive projects, and real-world applications of scientific concepts to cultivate a deep understanding of STEM subjects. Various platforms will be utilized, including 3D printing and CAD applications. This course is designed for students who learn best in a project-based environment.

**#1932s STEM IN THE COMMUNITY**

*Offered Semester 1 only*

**Suggested Grade Level:** 10-12; 9th by recommendation

**Prerequisites:** *Successful completion of Geometry (or concurrent enrollment in Academic Geometry)*

This introductory, project based course is intended for students who may be interested in pursuing careers in science, technology, engineering, or math. Students will learn about different STEM careers in our community and learn about the skills and knowledge they will need to prepare them for a variety of STEM careers. Students will have opportunities to meet with STEM professionals and visit facilities in our community. Students will complete projects using the scientific process and engineering design process and develop skills in problem solving, teamwork, communication, basic math and physics principles, and software such as spreadsheets. This course is NOT RECOMMENDED for students who have already taken Principles of Engineering.

**#1933s PRINCIPLES OF ENGINEERING**

*Offered Semester 2 only*

**Suggested Grade Level:** 10-12

**Prerequisites:** *Successful completion of Geometry; STEM in the Community is recommended but not required.*

This project-based course is intended for students who are interested in pursuing a career in engineering. Students will learn about the different fields of engineering and the principles, practices, and technology needed to complete different types of engineering projects. Students will examine the diverse roles of engineering in society through review of completed and/or in-progress engineering projects and meeting with engineers in our community. Students will practice project development as they learn how to write proposals, develop budgets, and design, build, and test solutions to real-world problems. Students will develop skills in problem solving, teamwork, communication, technical writing, and software such as spreadsheets, word processing, CAD, and 3D printing.



# VISUAL ARTS

## Academic Planning Notes:

- The Department recommends that at least ½ credit in the Visual Arts be completed prior to grade 11.
- Introduction to 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.

## #1610s INTRODUCTION TO VISUAL ARTS

**Suggested Grade Level:** 9

**Prerequisites:** *none*

This course is available to students who wish to partially fulfill the fine arts requirement, as well as students who are considering taking other art 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.

## VISUAL ARTS ELECTIVES

The second half of a Visual Arts credit for graduation can be met in the following courses listed. Students who have not met the Prerequisite of Foundations in Visual Arts may request enrollment in one of these courses with the approval of the Principal.

### #1628s CERAMICS

**Suggested Grade Level:** 9-12

**Prerequisites:** *Foundations in Visual Arts; ninth graders must receive a B or better in FIVA to take this as a 2nd Semester course.*

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 nonfunctional 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.

### #1622s DRAWING

**Suggested Grade Level:** 9-12

**Prerequisites:** *Foundations in Visual Arts; ninth graders must receive a B or better in FIVA to take this as a 2nd Semester course.*

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 media are stressed. Various drawing media such as pencil, ink, charcoal, mixed media and the computer are explored as drawing tools.





### **#1623s PAINTING**

**Suggested Grade Level:** 9-12

**Prerequisites:** *Foundations in Visual Arts; ninth graders must receive a B or better in FIVA to take this as a 2nd Semester course.*

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

### **#1624s PHOTOGRAPHY**

**Suggested Grade Level:** 10-12 (*10th Grade with Instructor Approval*)

**Prerequisites:** *Foundations in Visual Arts*

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, darkroom techniques, as well as non-silver processes. The digital component of the course will involve building compositional skills and editing images on the computer to make art with meaning vs. photographic snapshots. Emphasis is placed on seeing, analyzing, and creating through structured photographic assignments, written analyses of master photographers, reflections, and group discussions.

### **#1625s PRINTMAKING**

**Suggested Grade Level:** 9-12

**Prerequisites:** *Foundations in Visual Arts; ninth graders must receive a B or better in FIVA to take this as a 2nd Semester course.*

Students will learn the basics techniques of fine art printmaking. Relief printing, mono-printing, intaglio, and collograph methods will be explored. This course covers the distinctive nature of printmaking including: tools, inks, paper, plate preparation, registration, printing processes and qualities of prints e.g. overlays, transparency, offset, and multiple images. The goal is for students to gain the skills and confidence to produce multiple images by hand printing and on a press while exploring personal visual expression. Hand printmaking techniques will engage the student with problem solving in drawing, design, and color. Class sessions will include independent and collaborative printing, lecture, demonstrations, discussion, and critique. Students are introduced to the work of artists and the tradition of fine prints.

### **#1626s SCULPTURE**

**Suggested Grade Level:** 9-12

**Prerequisites:** *Foundations in Visual Arts; ninth graders must receive a B or better in FIVA to take this as a 2nd Semester course.*

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 the 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.

### **#1631 INTERMEDIATE 2D DESIGN**

**Suggested Grade Level:** 10-12

**Prerequisites:** *Completion of a 2D Art elective with a B or above*

This course meets with the AP 2D course if there are seats available during that course block. Students in this course will be building on their basic 2D skills, improving craftsmanship and confidence. The overall goal is to allow students to grow as an artist through guided independent study and become more self-aware of their art. This course helps students build an AP 2D portfolio for college applications and would be helpful for a student who wants to build their skills prior to committing to the AP 2D course.

### **#1632 INTERMEDIATE 3D DESIGN (CERAMICS/SCULPTURE)**

**Suggested Grade Level:** 10-12

**Prerequisites:** *Ceramics with a B or above*

This course meets with the AP 3D course if there are seats available during that course block. Students in this course will be building on their basic 3D skills, improving craftsmanship and confidence. The overall goal is to allow the student to grow as an artist through guided independent study and become more self-aware of their art. This course helps students build and develop an AP 3D portfolio for college applications. This option would be helpful for a student who wants to build their skills prior to committing to the AP 3D.

### **Course Title: AP 2D ART & DESIGN #1641**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Department screening or grade of B or higher in Drawing, Painting, or Photography*

AP 2D Design is a year-long course that allows students to develop a 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 2D 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.

### **#1642 AP 3D ART & DESIGN**

**Suggested Grade Level:** 11-12

**Prerequisites:** *Department screening and grade of B or higher in Intermediate Ceramics or Sculpture*

AP 3D Ceramics is a year-long course that elaborates on the many different means of working with clay and related sculptural materials as an 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.

# WORLD LANGUAGE

## 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

**#1211 FRENCH I, #1212 GERMAN I, #1213 SPANISH I**

**Suggested Grade Level:** 9

**Prerequisites:** *none*

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.

## WORLD LANGUAGE II

**#1221 FRENCH II, #1222 GERMAN II, #1223 SPANISH II**

**Suggested Grade Level:** 10

**Prerequisites:** *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).

## WORLD LANGUAGE III

**#1231 FRENCH III, #1232 GERMAN III, #1233 SPANISH III**

**Suggested Grade Level:** 11

**Prerequisites:** *World Language II*

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.

## WORLD LANGUAGE IV

**#1241 FRENCH IV, #1242 German IV, #1243 SPANISH IV**

**Suggested Grade Level:** 12

**Prerequisites:** *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).

## **WORLD LANGUAGE V**

**#1251 FRENCH V, #1252 GERMAN V, #1253 SPANISH V**

**Suggested Grade Level:** 12

**Prerequisites:** *World Language IV or teacher recommendation*

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.

## **WORLD LANGUAGES ELECTIVES**

**#1261a/b GLOBAL CULTURE IN FILM**

**Suggested Grade Level:** 11-12

**Prerequisites:** *none*

Students will have the opportunity to expand their awareness of other cultures through the study of foreign films and to develop an appreciation for how films can reflect a culture. Students will review and analyze award-winning films of a variety of genres in several world languages. Foreign films are a unique way to examine life and civilization in another country as they open a window into an unfamiliar culture and society and expand one's horizon. Detailed study of works will help students make cultural connections and comparisons with their own cultures and increase their global awareness. The course will have a discussion format where we will discuss the elements of film form, narrative, and cultural manifestation.

## REGION 10 TECHNICAL HIGH SCHOOL

Region 10 Technical High School is located in Brunswick and serves the needs of Freeport, Brunswick, and Mt. Ararat students. *Note that starting in the 2023-2024 school year, students who choose to participate in Region 10 will attend programming on an every other day basis.* Region 10 has developed dual enrollment and articulation agreements with some post-secondary schools which means that these colleges will award credit for work completed at Region 10. Opportunities for dual enrollment are available for students in Culinary Arts, Metal Fabrication/Welding, Automotive Technology, Early Childhood Development, Health Occupations, Outdoor Powersports I, Auto Collision Repair, and Creative Digital Media. Students in Early Childhood Development, Health Occupations (EMT & CNA), Auto Collision Repair, Creative Digital Media, and Building Trades may also earn transferable college credit (concurrent enrollment) reported on a transcript. During the 2024-2025 school year, Region 10 hopes to offer new programs in Electrical Training and Cybersecurity.

Please visit [Region 10 Technical High School online](#) for up-to-date program information, as well as the details for how to apply for acceptance into any of their programs. Please contact Assistant Director John Stivers at Region 10 Technical High School with questions related to individual programs at 729-6622, ext. 112.

If you are interested in applying to attend Region 10 and are not sure how to get started, please see your school counselor to learn more about programs, the application process, and how to schedule a visit to Region 10.

### **Academic Planning Notes:**

- A full year Region 10 course usually represents 3 credits. Check to be sure of your credit status.
- Certain Mt. Ararat credit requirements may be modified for Region 10 students. Please consult your school counselor for details.
- **TECHNICAL ENGLISH** is available at Region 10 for students whose course load would otherwise prevent them from scheduling a technical program. Permission from your school counselor and English department chair is required for enrollment in Technical English.