CAPE ELIZABETH HIGH SCHOOL

2021-2022

PROGRAM OF STUDIES

Approved by School Board on March 9, 2021

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INTRODUCTION

Dear CEHS Students and Parents:

A student's high school experience goes by quickly! The beginning of the course selection process each year is an annual reminder of that fact. I am sure we are all hoping that next year will be a normal, non-Zoom, in-person year with the return of school routines we probably all took for granted.

Yet, it's exciting, too, to have the opportunity to plan for the future. Each of our students is different, and their course selections reflect those differences. Many of our students' entire high school careers are spent within the walls of CEHS. Here, our rigorous courses and caring teachers prepare students for success beyond high school. CEHS teachers challenge students to think, write, research, present, problem solve, and grow.

Other students venture out, taking a semester or year abroad or at another school, earning credits through online or college classes, serving as Peer Tutors, or attending the Portland Arts & Technology High School (PATHS) for half their days during their junior and senior years.

I want to highlight a few changes you will find this year in the Program of Studies:

- **Westbrook Regional Vocational Center** has some great offerings that are not available at PATHS. If you have any interest, we can schedule a visit.

- We are debuting an art class we're calling **Celebrating Diversity Through the Arts**. The class will explore and celebrate artistic expression by diverse artists whose work is not typically highlighted in traditional art classes.

- Our new band director, Mr. Wheeler, is offering a **Music Technology** class that will explore the wide genre of making music using computer technology. You do not have to play an instrument to participate in this class!

- We are now offering math credit for **Computer Programming** (although we would encourage students to take programming *in addition to* another math class and not instead of one), and we are piloting offering **computer programming during the off-lab days** for incoming 9th grade students. That way, students can get an introduction to one of the most sought-after skills in today's workforce without tying up a separate class period.

- Finally, Mr. Ray will be converting his Architectural Design class to Architectural Drafting II and **using computer-aided design (CAD)**. Talk to Mr. Ray for more information.

I am proud to be principal of one of Maine's (indeed, one of New England's) highest performing school districts. Each year, our graduation rate is at or near 100 percent. Each year, our students' record of achievements earns CEHS a place on Best High Schools lists. In 2019, our school was recognized as a Blue Ribbon School of Excellence.

But beyond the numbers, it's the daily signs of our respectful school culture that I believe makes us special—the number of students who say "thank you" to teachers as they leave class, the lockers without locks, the moving of students from class to class without annoying bells, the support we provide to students to meet their academic and emotional needs.

So, welcome to another year of course selection. Take a hard look at this program, and don't hesitate to share with your school counselor your questions, dreams, or passions that can guide your years at CEHS.

Sincerely,

Jeffrey Shedd
Principal

Our Vision

Cape Schools Open Minds and Open Doors

Our Mission

We empower students with the academic, personal, and social knowledge and skills needed to build fulfilling and engaged lives.

Our Values

- **Community**. We value the connections among our school, local, and global communities that foster meaningful participation in a dynamic and diverse world.
- **Academics**. We value rich and varied learning experiences that support critical thinking, perseverance, effective communication, and independent and collaborative work inside and outside of the classroom.
- **Passion**. We value personal investment in learning in an environment that nourishes joy and creativity, protects risk-taking, and cultivates individual expression.
- **Ethics**. We value decision-making and actions guided by the principles of personal integrity, empathy, responsibility, and respect for self and others.

Our Beliefs

We believe that all students can learn at high levels, but different students learn in different ways and at different speeds. We believe that it is the fundamental job of educators to ensure student learning by working continuously together to answer the following three questions:

- What do we want students to learn?
- How will we know when each student has learned?
- How will we respond when a student experiences difficulty in learning?

We believe that students will most readily learn in an environment that is safe; where they feel known and cared about; where the expectations are clear and the instruction is skillful; where educators collectively share responsibility for student learning; and where students are challenged to see real-life applications of their learning.

GRADUATION REQUIREMENTS

Under School Board Policy IKF, students are required to demonstrate proficiency in the content areas and Guiding Principles of the Maine Learning Results by earning 230 credits for courses or other approved learning experiences in order to graduate.

Course credits are earned as follows:

- 4 years (40 credits) of English;
- 3 years (30 credits) of Math;
- 3 years (30 credits) of Science, including at least ten credits of laboratory study;
- 3 years (30 credits) of Social Studies;
- 1 year (10 credits) of Visual and Performing Arts;
- ½ year (5 credits) of Industrial and Computer Technology;
- ½ year (5 credits) of Arts or Technology;
- 1 year (10 credits) of Physical Education;
- ½ year (5 credits) of Health; and
- 65 elective credits.

For more information on credit awarded for alternative learning experiences, please see the above linked policy.

ACADEMIC INFORMATION

Course Selection Process

The course registration period begins with a review of the Program of Studies. Students, in collaboration with parents, teachers, and school counselors, select courses for the following year based on graduation requirements, career goals, interests, and skills. They are required to carry a minimum of six courses. A master schedule is then built based on student requests. Seniors are scheduled first, followed by juniors, sophomores, and freshmen.

In selecting courses, students will need to consider the appropriate level of rigor to pursue. Teachers assist in this process by making recommendations that are informed by a student's grades in previous courses and standardized test scores. The intent of these recommendations is to ensure that students are able to be both challenged and successful in the courses that they choose.

Students who disagree with a teacher's recommendation may appeal to the principal or the principal's designee, who, in addition to reviewing the student's file, may require work samples in support of the appeal and/or an in-person meeting with the student and parents to discuss student readiness for the demands of the course. A common outcome of an appeal is that conditions are set allowing the student to take the preferred class level for the following year based on academic and work performance for the remainder of the current school year.

Grading
Students receive a numerical course grade that equates to a letter grade as follows:

99-100	A+
95-98	A
93-94	A-
91-92	B+
87-90	B
85-86	B-
83-84	C+
79-82	C
77-78	C-
75-76	D+
72-74	D
70-71	D-
Below 70	No Credit

A student's course grade reflects progress toward learning targets that are aligned to the Cape Elizabeth Graduation Standards. These Graduation Standards comprise both the content-area standards and Guiding Principles of the Maine Learning Results and are as follows:

1. Knowledgeable Person;
2. Clear and Effective Communicator;
3. Creative and Practical Problem-Solver;
4. Responsible and Informed Citizen;
5. Integrative and Informed Thinker; and,
6. Self-Directed and Reflective Learner.

The first of these Graduation Standards, Knowledgeable Person, is a category found in every teacher's gradebook. It encompasses all of the course and discipline-specific knowledge and skills that students learn along the way as they take and pass courses at CEHS. The remaining five Graduation Standards emphasize student skill in cross-disciplinary areas such as reading, writing, speaking, listening, research, and problem-solving, among others. These standards are reflected in gradebook categories across multiple disciplines. Moreover, reports are available in PowerSchool to allow students and parents to track student progress in each of these skills.

CEHS reports both unweighted and weighted grade point averages (GPAs) on transcripts. Unweighted GPAs are calculated by averaging all course grades, while weighted GPAs are calculated based on grades received in particular courses (those courses that can be taken at more than one level, including all courses in English, math, science, and social studies, and world language classes at levels 4 and higher) and include a multiplier of 1.30 and 1.35 to grades received in Honors and AP courses, respectively. Beginning with the class of 2023,

those grade weights will be adjusted to 1.05 and 1.10, respectively.

Grades and Eligibility

While participation in extracurricular activities is an integral part of student life at CEHS and is highly encouraged, students who represent CEHS in certain activities (leadership, competitive, and performance activities) are held to an academic eligibility standard. Covered activities are:

- All school athletic teams;
- Mock Trial;
- Theatre;
- World Affairs Council/Model UN;
- Math Team;
- Science Team;
- Jazz Band;
- Natural Helpers;
- Student and Class Government;
- National Honor Society;
- Speech and Debate; and,
- Robotics.

Under School Board Policy JJJ, in order for students to remain eligible for these activities on an uninterrupted basis, they must be passing a minimum of five classes at each of four grade checkpoint dates reflected in CEHS's school calendar: two end-of-semester checkpoints and two mid-semester checkpoints. For school years when CEHS must use a hybrid model of instruction, eligibility will only be checked two times per year.

Academic Recognition

- **College Book Awards:** These awards are given in the name of contributing colleges. Juniors whose grade point average places them in the top of the class are considered for these awards. Book awards are selected by a faculty committee that is chaired by the principal.
- **Maroon Medal Society:** Juniors and seniors may apply to this honorary club in the spring by completing an application of their activities and achievements. Points are awarded for each activity and achievement. A total of 200 points are needed to qualify for this society.
- **National Honor Society:** The National Honor Society recognizes juniors and seniors who have demonstrated excellence in each of the following areas: scholarship, leadership, service, and character. The scholarship criterion is based on a student's cumulative GPA at the end of the first semester of their qualifying year.
- **Top Ten Percent**: This group comprises the top ten percent of seniors on the weighted class ranking, which is compiled at the end of seven semesters of high school. The senior with the highest weighted grade point average at that point in the year is named

valedictorian of the class.

Standardized Testing
Standardized tests are given to assess student progress toward college and career readiness benchmarks and to diagnose skill gaps. In the fall, 9th, 10th, and 11th graders take the PSAT. In the spring, 11th graders take the MEA.

Student Supports

- **Achievement Center**: A place where individualized tutoring is provided by faculty before, during, and after school.
- **Achievement Period**: A time, occurring four days a week, when all teachers are available to work with students.
- **Advisory Groups**: Small groups of students that meet once a week for a check-in and discussion, connecting every student to one adult for four years.
- **Academic Skills**: A smaller, more directed study hall. The structure provided helps students with work completion, organization, and executive functioning skills.

COURSE DESCRIPTIONS

Alternative Pathways

While courses offered by Cape Elizabeth faculty are the most typical way for students to earn credit, they are not the only way. Students are encouraged to consider the following alternative pathways or others that would further their academic learning and growth.

College Study Program
Grades 9-12
Honors
Credit Varies
CEHS students may take college classes for credit with permission of the college and as space permits. Generally, college classes are intended for classes not offered at CEHS. There are, however, situations where students may need to take a college class to earn additional credits or, for older students, to get introduced to life at college even while attending CEHS. Some of the colleges where our students have in the past earned credit are Southern Maine Community College, the University of Southern Maine, and the Maine College of Art. Please note that the cost of college attendance is the responsibility of a student's family. Semester college classes count for five CEHS credits. Full year college classes count for ten.

Foreign Exchange Program
Grades 11-12
Unleveled
Credit Varies
Study abroad can be a wonderfully enriching experience. CEHS encourages foreign exchange students to come to CEHS and works closely with families to support our students who are interested in attending school in another country. Students interested in this option should meet with their school counselor by March of the previous academic year to ensure the selection of appropriate courses and smooth transition of credits.

Freshman Academy
Grade 9
Unleveled
10 Credits (full year)
Freshman Academy is a course designed to assist the transition from middle school to high school. There are three specific areas of focus. Students cultivate and practice the executive functioning skills that will enable them to find future academic success. Students also continuously examine the essential question "Who Am I?" to help them determine what they stand for, what their strengths and weaknesses might be, where their passions lie, and, ultimately, who they want to become as a person and life-long learner. Finally, students are expected to find their personal voice and grow as a public speaker both formally and informally.

Independent Study
Grades 10-12
Unleveled
Credit Varies
Independent Study involves a student learning about a topic of individual interest under the close supervision of a CEHS teacher. Independent Study allows a student to go beyond courses that CEHS offers. Independent Study may not be used to replace a course required for graduation and is graded on a pass-fail basis. Students who wish to pursue Independent Study must get permission from the supervising teacher and meet with the school counselor prior to the first week of the relevant semester. Students interested in Independent Study can get more information from their school counselor.

Online/Distance Learning Education
Grades 9-12
Level Varies
Credit Varies
Online or distance learning courses are increasingly available to students. Such courses can be a way to supplement what CEHS has to offer, allow students to catch up or accelerate their learning on their own time, or provide an alternative instructional method. Generally, the courses must not be offered at CEHS and students have to maintain at least a “C” average to continue. Students interested in online or distance learning should discuss program options with their school counselor. Please note that the cost of online or distance learning is the responsibility of a student’s family. Semester classes count for five CEHS credits. Full year classes count for ten.

Other Credit-Awarding Institutions/Programs
Grades 11-12
Level Varies
Credit Varies
There are many credit-awarding institutions and programs available to students. CEHS students have earned credits while sailing on a schooner run by an educational organization, participating in the Maine Coast Semester at Chewonki, and attending a ski academy during the winter. As with foreign exchange programs, students interested in these alternatives should meet with their school counselor by March of the previous academic year to plan.

Portland Arts & Technology High School
Grades 10-12
Unleveled
Credit Varies
The Portland Arts & Technology High School (PATHS), located at 196 Allen Avenue in Portland, offers a rich array of hands-on classes in traditional trades, culinary arts, visual, digital, and performance arts, and cutting-edge technologies (e.g., 3-D printing). Most programs at PATHS are designed for two years (60 credits) and students typically start in the 11th grade. Students split their day between CEHS and PATHS and are provided transportation. Brief program

descriptions can be found at the end of this Program of Studies. Students who would like to consider PATHS should contact their school counselor to arrange a visit.

Student Driven Learning
Grades 11-12
Unleveled
10 Credits (full year)
Student Driven Learning (SDL) is a program that allows juniors and seniors to earn credit while pursuing their passions and exploring their interests through individual or small group (maximum two) projects or problem-based learning. Projects fall into a variety of categories, including service, production, entrepreneurial, apprentice, and investigative. SDL is graded on a pass-fail basis. *Prerequisite: Consultation with Program Coordinator, completion of application, and acceptance into the program based on strength of the application/proposal, potential to succeed, and allowable class numbers.*

Work Study
Grades 10-12
Unleveled
Credit Varies
Work Study allows CEHS students to receive school credit for part-time work experience of a minimum of ten hours per week. Students must have a job before applying for Work Study credit and receive approval from their employer, school counselor, and principal. Application guidelines and program requirements can be found in the School Counseling Office.

Westbrook Regional Vocational Center
Grades 10-12
Unleveled
Credit Varies
The Westbrook Regional Vocational Center (WRVC), located at 125 Stroudwater Street in Westbrook, offers a variety of programs that are available to Cape Elizabeth students when a comparable program is not available at PATHS. Included programs are listed and described at the end of this Program of Studies. Students who would like to consider WRVC should contact their school counselor to arrange a visit.

Arts and Technology

Graduation Standards:

- Knowledgeable Person
- Creative and Practical Problem Solver

Specifically, a graduate will be able to:

1. **Disciplinary Literacy:** Show literacy in the visual, performing, and industrial/computer technology arts by explaining or demonstrating concepts, skills, terminology, and processes.
2. **Creative Process/Problem Solving:** Engage in the creative process/problem solving through the visual, performing, and industrial/computer technology arts.
3. **Creation, Performance, and Expression:** Generate creations, performances, and expressions in the visual, performing, and industrial/computer technology arts.
4. **Critique and Connections:** Make meaning through reflection and analysis of creations and performances in the visual, performing, and industrial/computer technology arts.

Celebrating Diversity Through the Arts
Grades 9-12
Unleveled
5 Credits (one semester)
You've probably heard of Picasso, Van Gogh, Tom Hanks, and Elvis, but have you heard of Jean-Michel Basquiat, Kara Walker, Misty Copeland, or Duke Ellington? For generations, White men have dominated the visual and performing arts. In this course we will seek to amplify, celebrate, and learn about diversity through the arts. As defined in this course, diversity pertains to gender, sexual identity, social class, ethnicity, ability, age, and other attributes that shape our identities. We will spend time discussing inequalities, inclusion, privilege, as well as create art that reflects our conversation through a variety of media. Projects may include filmmaking, songwriting, poetry, photography, sculpture, drawing, creating ceramic bowls for an Empty Bowls fundraiser, and more! All abilities are welcome.

Yearbook
Grades 9-12
Unleveled
5 or 10 Credits
In this course, students gain skills in page design, advanced publishing techniques, copywriting, editing, and photography while producing a creative, innovative yearbook that records school memories and events. Journalism skills are emphasized. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. This course can be taken for an Art or Technology credit.

Visual Art

Art Fundamentals

Grades 9-12
Unleveled
5 Credits (one semester)

Art Fundamentals is an introductory course to the visual arts, as well as a prerequisite to several of our studio electives. This course offers students hands-on experience with making art, familiarity with art vocabulary and concepts, and a fuller understanding of the visual arts' role in contemporary society. Studio projects explore two- and three-dimensional design, color theory, painting, and observational drawing using a variety of media. Historically significant techniques and influences are presented and discussed with each project. Class expectations include project-related homework assignments and participation in group critiques of student work.

Drawing & Painting

Grades 10-12
Unleveled
5 Credits (one semester)

Drawing & Painting is a course designed for students who want to develop their skill and personal style using two-dimensional media. Drawing work in the class strengthens understanding of composition, value, perspective, gesture, and texture. Painting projects deepens students' understanding of color theory and paint handling, using watercolor and acrylic. The class explores both traditional subjects, such as still life, landscape, and figure, and more contemporary painting ideas. With each project the class studies relevant work by historical and contemporary artists. Active participation in class critiques, studio work, and project related homework is expected. *Prerequisite: Art Fundamentals and teacher approval.*

Art Studio

Grades 10-12
Honors
5 or 10 Credits (one semester or full year)

Art Studio is a class offered to those with a continuing interest in visual art and who anticipate further study at the college level. Students work primarily in drawing and painting media, with topics to include the human figure, the urban landscape, conceptual abstraction, and the development of a personal style. Students are challenged to become more sophisticated in their thinking and develop mature technical skills while developing portfolio-quality work. Weekly sketchbook assignments are an integral part of the class, as are group discussion and critique. Please note that this elective course can be taken for one semester for 5 credits or for the full year for 10 credits. *Prerequisite: Art Fundamentals, Drawing & Painting, and teacher approval.*

Ceramics I

Grades 9-12
Unleveled

5 Credits (one semester)
This is an introductory course in the methods and processes of forming clay. Students learn to use handbuilding techniques such as pinch, coil, and slab construction and become proficient on the potter's wheel. There is extensive study of different methods of surface decoration and glazing. Students explore both functional and sculptural approaches to clay. Field trips to observe potters' studios and participate in raku firings may be part of the class.

Ceramics II, III, IV
Grades 10-12
Unleveled
5 Credits (one semester)
Ceramics II, III, IV is designed for students who want to continue developing skills learned in Ceramics I. Students learn advanced wheel techniques, including thrown table settings, and complex forms such as teapots. They work with a variety of decoration methods from sgraffito to printing on clay. Handbuilding techniques are used to create large sculptural forms such as lamps. Students study the work of other ceramic traditions and contemporary artists. Work outside of class is expected. *Prerequisite: Ceramics I.*

Sculpture
Grades 10-12
Unleveled
5 Credits (one semester)
This course provides a three-dimensional approach to problem solving through a variety of media and materials such as paper, cardboard, clay, plaster, wood, wire, metal, and stone. Techniques include modeling, carving, assemblage, casting, and paper folding. The scale of problems presented ranges from small pieces to larger freestanding forms. *Prerequisite: Art Fundamentals or Ceramics I.*

Photography I
Grades 9-12
Unleveled
5 Credits (one semester)
Photography I serves as an introduction to the practice and appreciation of photography as an artist's tool in communicating ideas and exploring personal visions. It is a hands-on, lab-oriented course which introduces students to the dual discipline of camera use and black and white darkroom procedure. Mastering basic techniques through concept-based shooting assignments is the primary focus, with an increasing emphasis on individual direction as the semester proceeds. Class time consists of film processing, darkroom work, and class discussion and critique. Shooting takes the place of formal homework and approaches various subjects from landscape to the human figure. *Prerequisite: 35mm SLR film camera. Lab fee: $40*.

Photography II
Grades 10-12

Unleveled
5 Credits (one semester)
Photography II is designed for students who have demonstrated proficiency in the use of the 35mm SLR camera and the traditional darkroom. The focus of the course is on developing personal "voice" and content in one's work, often working with more conceptually based subject matter. Students begin the semester by developing a personal portfolio of work shot from the previous summer, then proceed to investigate several theme-based assignments. Students work primarily with digitally produced work. As with Photography I, shooting takes place outside of scheduled class time. The course incorporates critical analysis of photographic imagery, historical influences on contemporary work, and culminates in the presentation of individual final portfolios. *Prerequisite: Grade of 92 or higher in Photography I.*

Music

Concert Choir
Grades 9-12
Unleveled
10 Credits (full year)
CEHS's largest vocal group, Concert Choir, studies performance and singing in a comfortable learning environment. Students enjoy singing in two- to four-part harmony. Music of many styles is performed, such as Broadway, classical, folk, jazz, gospel, and much more. Students also study beginning-level music theory and the history of music. Concert Choir performs concerts in the community and participates in choral festivals and events throughout Maine.

Guitar
Grades 9-12
Unleveled
5 Credits (one semester)
Guitar class provides an introduction to playing chords and reading music on guitar with an emphasis on practice and rehearsal skills through which students can eventually learn to play on their own. Please note that this class is for beginners only, with no previous music or guitar experience necessary.

Music Technology
Grades 9-12
Unleveled
5 Credits (one semester)
The music technology class involves learning about the past, present, and future of technology integration in the music industry. Units of study consist of introductions to electronic sequencing and looping, songwriting, melody and rhythmic integration, MIDI, production and sound reinforcement, history/genre, movie/video game music, and integrating music with video and iPad ensemble. *Please note that enrollment is limited to ten students per semester.*

Symphonic Band

Grades 9-12
Unleveled
10 Credits (full year)

Symphonic Band is a large instrumental performing group. Students study instrumental performance techniques. Symphonic Band members are required to perform three public concerts per year. We anticipate scheduling two separate but equal symphonic bands. Assignment will depend on instrumentation needs and schedule availability. Please note that enrollment in either Symphonic Band or Wind Ensemble is a prerequisite for participation in after-school jazz activities. *Prerequisite: Previous band experience or teacher approval.*

Wind Ensemble

Grades 9-12
Unleveled
10 Credits (full year)

A medium-sized instrumental performing group for upperclassmen and advanced underclassmen. Students participate in three public concerts and at graduation. Please note that enrollment in either Symphonic Band or Wind Ensemble is a prerequisite for participation in after-school jazz activities. *Prerequisite: Audition and/or teacher approval.*

Jazz Improvisation

Grades 9-12
Unleveled
5 or 10 Credits (one semester or full year)

This is a course for students interested in learning jazz improvisation skills or improving the range of skills they already possess. Previous experience is not necessary. Students learn to solo over standard tunes and about chords, chord scales, and jazz harmony. Band-In-A-Box, a computer-assisted improvisation tool, is also taught and utilized. Please note that this elective course can be taken for one semester for 5 credits or for the full year for 10 credits. *Prerequisite: Concurrent enrollment in Symphonic Band or Wind Ensemble.*

Percussion Studies

Grades 9-12
Unleveled
10 Credits (full year)

Percussion Studies is a course designed for percussionists who have had previous band experience and are interested in further developing their ability in the percussive arts. Students perform a wide range of musical works written especially for percussion ensemble. Emphasis is placed on the fundamentals of comprehensive percussion performance (snare drum, timpani, keyboards, marching percussion, and drum set), including tonal concepts, technical skills, rehearsal skills, and aural skills. In addition to formal concerts, members are required to perform at various school/community events and sectional rehearsals. *Prerequisite: Concurrent enrollment in Symphonic Band or Wind Ensemble.*

Music Theory I
Grades 9-12
Unleveled
5 Credits (one semester)
Students considering any music courses in college should explore music theory and ear training in order to be prepared for auditions and entry-level placement exams. Students study basic harmony, learn to write four-part harmony, compose melodies, and recognize normal and altered intervals, chords, modes, and scales. *Prerequisite: A music ensemble for one semester or teacher approval.*

Music Theory II
Grades 9-12
Unleveled
5 Credits (one semester)
A continuation of Music Theory I with an in-depth focus on tonal harmony and 4-part harmonization. Students compose melodies and accompaniments as well as expanded use of seventh chords, borrowed chords, non-chord tones, altered chords, and musical form. *Prerequisite: Successful completion of Music Theory I or teacher approval.*

AP Music Theory
Grades 10-12
Advanced Placement
10 Credits (full year)
Students enrolled in Advanced Placement (AP) Music Theory participate in advanced study of the elements of music theory and composition. The course focuses on the rules of theory and composition, ear training, sight singing, analysis, and keyboard skills. Composition and tonal harmony from the Common Practice Period (1600-1750) is the main focus; however, other musical time periods will be covered as time allows. The course is designed both for students who desire to prepare for music as a career as well as those who desire it for personal enrichment. Students are required to take the AP Music Theory Exam in May. *Prerequisite: A music ensemble for one semester or teacher approval.*

Theatre

Dance I
Grades 9-12
Unleveled
5 Credits (one semester)
For students who plan to pursue a career in theatre, a working knowledge of dance is essential, and for any students who enjoy movement and want to learn more, or who are convinced they are incapable of learning to dance, this course provides, in a supportive, energetic environment, the basic skills needed to feel more confident on any dance floor, anywhere. Students do not

need prior dance training. Each will work at a pace that is both comfortable and challenging for them, whatever their skill level. The history of dance will also be explored, as students learn a variety of styles and techniques, including jazz, tap, ballet, and modern. Experienced or not, this class gets students on their feet and moving.

Dance II

Grades 9-12
Unleveled
5 Credits (one semester)
This course is for students who want to expand their knowledge of dance and its historical, cultural, and social importance. Students regularly learn new choreography with an eye toward performance. Guest artists share their knowledge. Dance styles, including jazz, tap, ballet and modern, are explored, and students are encouraged to create new work of their own.
Prerequisite: Audition and/or teacher approval.

Public Speaking

Grades 10-12
Unleveled
5 Credits (one semester)
Public Speaking explores the vital practice of confidently presenting oneself and spoken material in a public forum. It is invaluable to a wide number of career paths. Students complete the class with a working knowledge of vocalization, movement, improvisation, terminology, and history. There is homework. Experience in theatre is not required. This class welcomes students from all grade levels.

Theatre Basics

Grades 9-12
Unleveled
5 Credits (one semester)
Theatre Basics explores the challenging, exciting world of theatre on a variety of levels. Students complete the class with a knowledge of vocalization, movement, improvisation, terminology, and history. Guest artists offer their own unique perspectives on the performing arts. There is occasional homework. Experience in theatre is not required. This class welcomes all students, including those who do not plan to pursue a career in the performing arts. The confidence gained through learning theatre basics is a benefit in any career that requires dealing with the public, presentations in front of gatherings, creative problem solving, and working with a team.

Technical Theatre I, II

Grades 9-12
Unleveled
5 or 10 Credits (one semester or full year)
Technical Theatre allows students to explore a wide range of vital theatre skills. Study includes

learning to build and design for the stage, exploring the history of lighting, set, prop, sound, and costume design, and developing a basic understanding of stage and house management. There is occasional homework. Students help create, with their own hands, the sets to be used in CEHS productions, and have the opportunity to literally run performances in the auditorium, in one of the most consistently employable areas of theatre. *Please note that this course can be taken for one semester for 5 credits or for the full year for 10 credits.*

Advanced Theatre Workshop
Grades 10-12
Honors
5 Credits (one semester)

Advanced Theatre Workshop expands on the lessons learned in Theatre Basics, deepens the commitment to developing character and plot, and explores the broader craft of stage production. Students complete the class with the skills to enter the college or conservatory environment with a strong knowledge of vocalization, movement, improvisation, terminology, and history. Guest artists offer their own unique perspectives on the performing arts. There is occasional homework. *Prerequisite: Instructor approval.*

Industrial Technology

Technology I
Grades 9-12
Unleveled
5 Credits (one semester)
Technology I is a broad-based course in technology. Students have the opportunity to explore a wide range of areas including residential electricity, basic home maintenance, electronics, welding, machine tools and bench work, basic automotive maintenance, small engine maintenance, and more. All units are hands-on projects done in the Technology lab.

Technology II
Grades 10-12
Unleveled
5 or 10 Credits (one semester or full year)
Students in Technology II undertake an advanced project that encompasses one or more of the areas studied in Technology I. Students should meet with the instructor for prior approval of their desired project or to outline other possibilities. Examples of past projects are a boat trailer, utility trailer, log splitter, go-kart, and fly tying vise. Please note that this course can be taken for one semester for 5 credits or for the full year for 10 credits. *Prerequisite: Technology I.*

Woodworking I
Grades 9-12
Unleveled

5 Credits (one semester)
Woodworking I is a project-based course in which students develop skills and knowledge in the use of tools, equipment, and materials typically used in the field of woodworking. Skills and knowledge are achieved through the pursuit of assigned and student-selected projects.

Woodworking II
Grades 10-12
Unleveled
5 Credits (one semester)
Woodworking II is a continuation of Woodworking I. It is also a project-based course in which students develop advanced skills and knowledge in the use of tools, equipment, and materials typically used in the field of woodworking. *Prerequisite: Woodworking I.*

Architectural Drafting I
Grades 9-12
Unleveled
5 Credits (one semester)
Students develop assigned residential architectural working drawings. Emphasis is placed on how to draw a set of plans using standards and techniques that are common to the industry. Attention to standard design, methods, materials, and building codes is also emphasized.

Architectural Drafting II
Grades 10-12
Unleveled
5 Credits (one semester)
Students may opt to continue their architectural drafting experience by taking Architectural Drafting II. Emphasis is placed on solutions to assigned design problems while the expectations of quality plans still have significant priority. Students need to draw on their experience in Architectural Drafting I to expect reasonable success in Architectural Drafting II. Use of CAD software will also be introduced and employed. *Prerequisite: Architectural Drafting I.*

Computer Technology

Digital Design I
Grades 9-12
Unleveled
5 Credits (one semester)
The goal of this course is to offer students a broad overview of computer design techniques. The focus is on print publications such as advertisements, posters, and logo design. Students learn about typography, color theory, layout techniques, terminology, and related technology using Adobe InDesign. They develop their skills by completing a variety of projects using effective design elements and principles. The focus is on finding creative visual solutions to communication problems. The final assignment is to develop a corporate identity for a fictitious

company (e.g., logo, business card, stationery, and promotional material).

Digital Design II

Grades 9-12
Unleveled
5 Credits (one semester)
Students continue the study of digital design and expand their understanding of digital images, manipulation, layout, and communication. Students work with several Adobe Creative Cloud products, including Photoshop and Illustrator, creating composites, collages, movie posters, and more. This course provides opportunities to collaborate and share projects and the process with the class. *Prerequisite: Digital Design I.*

Keyboarding & Word Processing

Grades 9-12
Unleveled
5 Credits (one semester)
This course enables students to develop touch typing skills and then improve those skills as they learn basic word processing tasks, including creating and formatting standard business documents.

Personal Finance

Grades 10-12
Unleveled
5 Credits (one semester)
This course covers the basics of personal finance, such as earning, spending, saving, borrowing, investing, and protecting risk. Students learn that "cash flow" is an important personal and business concept. They pay bills, reconcile bank statements, understand credit card benefits and risks, and learn about insurance and taxes. They also compete in the Budget Challenge (a national simulation) as recent college graduates in order to learn firsthand about personal property, loans, renting an apartment, and money management.

Video Production I

Grades 9-12
Unleveled
5 Credits (one semester)
This course introduces students to the fundamentals of video production from pre-production (planning, storyboarding) to production (shooting, lighting, sound, green screen) to post production (editing, compositing, titles, audio). Students produce short videos using video and sound editing software. Projects also introduce students to working in teams, production deadlines, equipment care, and filming techniques. Basic understanding of computer use and software operation is preferred.

Video Production II

Grades 9-12

Unleveled

5 Credits (one semester)

This course gives students the chance to develop more sophisticated and complex projects and expand their basic production and editing skills using leading industry editing software. Students are required to work in various production roles both in front of and behind the camera. This course includes covering/taping events in and out of school. Students with advanced skills and experience can have the prerequisite waived at the instructor's discretion. *Prerequisite: Video Production I.*

Introduction to Computer Programming

Grades 9-10

Unleveled

5 Credits (one semester)

Do you want a chance to learn computer programming without taking an additional class period out of your schedule? If so, this "off lab" class for 9th and 10th grade students is just for you. Introduction to Computer Programming is a two-thirds semester course that introduces students to computer programming through the Python programming language. It is appropriate for beginner programmers as well as students with some programming experience. The course provides students with a thorough grounding in programming concepts. It incorporates multiple engaging coding projects, which students complete individually and in small groups. Students also participate in hands-on activities, group discussions, and listening and writing exercises. The majority of the work is completed and submitted each class period. This course requires students to use basic English as well as some rudimentary algebra and geometry to solve problems. *Please note that enrollment is limited to 12 students per section; two sections will be offered each semester.*

Computer Science Principles

Grades 9-12

Unleveled

5 Credits (one semester)

Computer Science Principles (CSP) is a single-semester course that introduces students to computer science through the Python programming language. The course utilizes the web-based CodeHS and repl.it platforms. It is appropriate for students with some programming experience as well as motivated beginners. CSP provides students a thorough grounding in the principles of computer science, from programming constructs to top-down design and verification, emphasizing project work in order to motivate and reinforce concepts learned in class. Students complete projects individually and in small groups. CSP includes group discussion of computer science topics ranging from how to tackle specific problems in math, science, and engineering to the ethical problems raised by artificial intelligence. While most work is completed and submitted each class period, some work is expected to be completed outside the classroom. CSP requires students to use basic English as well as algebra and

geometry skills to solve problems. This course can be taken for Technology or Mathematics credit.

AP Computer Science A

Grades 11-12 (Grades 9-10, with instructor permission only)
Advanced Placement
10 Credits (full year)

AP Computer Science A is a rigorous, year-long course that introduces students to computer science through the Java programming language. The course utilizes the web-based CodeHS platform. It is equivalent to a first-semester, college-level course in computer science. Topics covered in this course include analysis, comparison, design and implementation of solutions to problems; use of data structures to organize and manipulate large data sets; development and implementation of algorithms to process data and discover new information; the principles of object-oriented programming and other modern programming methodologies; and, the ethical and social implications of computing systems. The course implements the curriculum described in the College Board AP CS A Course and Exam Description (CED), and is designed to prepare students for the AP exam in the Spring. The assumed prerequisites include knowledge of basic English, algebra, and geometry. Students should also be comfortable with functions and concepts associated with functions. Students must have taken at least one semester of computer programming and complete a unit of programming prior to leaving for summer break in order to take the course. Students are required to take the AP Computer Science A Exam in May. This course can be taken for Technology or Mathematics credit. *Prerequisite: Introduction to Computer Programming or Computer Science Principles, and teacher approval.*

English Language Arts

Graduation Standards:

- Knowledgeable Person
- Clear and Effective Communicator

Specifically, a graduate will be able to:

1. **Reading:** Read, interpret, analyze, and evaluate appropriately complex literary and informational texts independently and proficiently.
2. **Writing:** Produce clear and coherent argumentative, informative, and narrative writing for a range of tasks, purposes, and audiences.
3. **Speaking and Listening:** Participate effectively in a range of collaborative discussions and convey information with a clear and distinctive perspective.
4. **Language:** Demonstrate command and knowledge of language, including the conventions of standard English grammar, the meaning of unknown words in context, and the usage of figurative language.

Honors and AP Placement
All Honors and AP placements require department approval.

- **Honors Freshman English**
  Placement will be based on Grade 8 NWEA scores, reading level, and teacher recommendation that will take into account critical thinking skills, ability to work independently, work completion, and work ethic.

- **Honors Sophomore, Junior, and Senior English**
  - **Students who wish to take Honors English:** Students who have a 93 or better in CP English may be recommended to move to Honors English. They should also possess higher level thinking skills, the ability to move quickly through new material, and a history of work completion.
  - **Students who wish to maintain current placement in Honors English:** Students with an 85 or better in Honors English may maintain this placement.
  - **Students who may be recommended to take CP English:** Students with an 84 or below in Honors English may be recommended to take CP English.

- **AP Junior and Senior English**
  - **Students who wish to enroll in AP English:** Students wishing to move to AP English must have a 93 average or better in their current English class. Students are required to sit for a practice AP exam in the early spring. The score from this assessment is used to help determine the most appropriate placement. Students who enroll in AP English are expected to demonstrate command of the assigned

summer work; failure to do so results in revocation of the placement.
    - **Students who wish to maintain current placement in AP English:** Students who have earned at least an 85 in AP Junior English may enroll in AP Literature and Composition.

Freshman English
Grade 9
College Preparatory
10 Credits (full year)
Freshman English builds on the skills acquired in the study of language arts at the middle school level. It focuses on developing student mastery of narrative and academic writing, critical reading skills, fundamental grammar, and an expanding vocabulary. Texts include representative works from a variety of genres.

Freshman English
Grade 9
Honors
10 Credits (full year)
Honors Freshman English covers the same core curriculum as the CP level, while adding a level of complexity to instruction and assessments. Writing assignments are more frequent and often lengthier. More challenging reading in greater quantity and at a faster pace is also part of the course. Further readings may include longer novels or units of poetry. While time and attention are devoted to the development of core skills, at the Honors level students should be more readily prepared to demonstrate competence in writing, reading, grammar, and vocabulary. *Prerequisite: Department approval based on January NWEA scores, reading level, and current teacher recommendation.*

Sophomore English
Grade 10
College Preparatory
10 Credits (full year)
As the second part of a two-year sequence that begins with Freshman English, CP Sophomore English continues the focus on writing in a variety of genres including narrative and analytic writing with an increased emphasis on critical reading skills, fundamental grammar, and an expanding vocabulary. Texts include representative works from a variety of genres.

Sophomore English
Grade 10
Honors
10 Credits (full year)
Honors Sophomore English covers the same core curriculum as the CP level, while adding a level of complexity to instruction and assessments. Writing assignments are more frequent and often lengthier. More challenging reading in greater quantity and at a faster pace is also part of

the course. Further readings may include longer novels from a variety of genres. While time and attention are devoted to the development of core skills, at the Honors level students should be more readily prepared to demonstrate competence in writing, reading, grammar, and vocabulary. *Prerequisite*: *Department approval along with at least an 85 average for students currently enrolled in Honors English and at least a 93 average for students currently enrolled in CP English*.

Junior English
Grade 11
College Preparatory
10 Credits (full year)
In addition to a continued focus on the development of writing, reading, grammar, and vocabulary skills introduced in the freshman and sophomore years, CP Junior English focuses heavily on the study of non-fiction while examining how the author's choice of language impacts meaning. The course also emphasizes, in the words of the College Board, "The expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context." Students also demonstrate competence in speeches and debates. Texts include representative works of literature and literary nonfiction from a variety of time periods and cultures.

Junior English
Grade 11
Honors
10 Credits (full year)
Honors Junior English covers the same core curriculum as the CP level, while adding a level of complexity to instruction and assessments. Writing assignments are more frequent and often lengthier. More challenging reading in greater quantity and at a faster pace is also part of the course. Further readings may include longer, more challenging texts. While time and attention are devoted to the development of core skills, at the Honors level students should be more readily prepared to demonstrate competence in writing, reading, grammar, and vocabulary. *Prerequisite: Department approval along with at least an 85 average for students currently enrolled in Honors English and at least a 93 average for students currently enrolled in CP English*.

AP English Language and Composition
Grade 11
Advanced Placement
10 Credits (full year)
AP English Language and Composition engages students in extensive reading and writing assignments based primarily on non-fiction texts. The expectations for AP level courses are especially high, and are designed for students who have the skills, interest, and motivation to be successful in a course that is designed to mimic college-level work. All students enrolled in this

course are required to take the AP English Language and Composition exam in May. Students should also anticipate a challenging summer assignment. *Prerequisite: Department approval along with at least a 93 average in Sophomore English, a practice AP exam, and command of the summer reading material.*

English Composition

Grade 12
College Preparatory or Dual Enrollment
10 Credits (full year)

English Composition is the introduction to college writing across the curriculum. It introduces students to standard rhetorical modes. Emphasis is placed on writing as a process of creating first drafts then revising, rewriting, and proofreading them for accuracy, clarity, and succinctness of written expression. The course explores the distinctions between spoken and written, formal and informal uses of language. The course also provides an introduction to research and the task of producing a formal research paper that follows MLA style and documentation practices. *Prerequisite: SAT or ACCUPLACER test scores required for qualification to take the class as a concurrent class at SMCC. If taken as a concurrent class, college credit may be available.*

Film and Media Studies

Grade 12
College Preparatory or Honors
10 Credits (full year)

Film and Media studies is the study of the production, aesthetics, and history of the 20th century's most important visual medium, the cinema, as well as an examination into the way we engage and interact with the electronic media we are surrounded by yet all too often take for granted. Our primary interests in this course are in examining the development of cinema by exploring some of the most important films in the history of cinema, in reading the language of film in order to improve our critical understanding of the way texts create meaning, in writing for analytical, argumentative, personal, and creative purposes, and in developing vocabulary and language facility. *Prerequisite for Honors: Department approval along with at least an 85 average for students currently enrolled in Honors English and at least a 93 average for students currently enrolled in CP English*.

Monsters & Madness

Grade 12
College Preparatory or Honors
10 Credits (full year)

What or whom do we label as a "monster" or "mad" and why? What monstrosities and madness have been unleashed through storytelling? In Monsters and Madness, we study the ways in which diverse authors explore these questions as well as examine some examples of monsters and madness in our own culture, both fictional and real. Works include mythological and modern texts. Our focus is on reading the language of literature in order to improve our critical understanding of the way texts create meaning, on writing for analytical, argumentative,

personal, and creative purposes, and on developing vocabulary and language facility. *Prerequisite for Honors: Department approval along with at least an 85 average for students currently enrolled in Honors English and at least a 93 average for students currently enrolled in CP English*.

AP English Literature and Composition

Grade 12

Advanced Placement

10 Credits (full year)

AP English Literature and Composition is designed for students who have the skills, interest, and motivation to be successful in a college-level class. As such, the expectations for the course are especially high. The course engages students in the careful reading and critical analysis of imaginative literature. As a result, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. All students enrolled in this course are required to take the AP English Literature and Composition exam in May. Students should also anticipate a challenging summer assignment. *Prerequisite for students currently enrolled in AP Language and Composition: Department approval, at least an 85 average in AP Language and Composition, and command of summer reading material. Prerequisite for students currently enrolled in Honors Junior English: Department approval, at least a 93 average in Honors Junior English, practice AP exam, and command of summer reading material.*

Health and Physical Education

Graduation Standards:

- Knowledgeable Person
- Creative and Practical Problem Solver

Specifically, a graduate will be able to:

1. **Health Concepts and Risk Reduction:** Demonstrate an understanding of health concepts and behaviors in order to prevent disease and reduce risk.
2. **Health Information, Services, and Products:** Acquire valid information about health issues, services, and products.
3. **Influences on Health:** Demonstrate an understanding of how media techniques, technology, peers, and family influence behaviors that affect health.
4. **Communication and Advocacy:** Use skillful communication to enhance personal and family health.
5. **Decision-Making and Goal-Setting:** Set personal goals and make decisions that lead to better health.
6. **Movement/Motor Skills and Knowledge:** Apply principles of movement for improved performance.
7. **Physical Fitness Activities and Knowledge:** Apply fitness concepts.
8. **Personal and Social Skills and Knowledge:** Demonstrate responsible personal and social behavior in physical activity settings.

Health I

Grade 9
Unleveled
5 Credits (one semester)

Health I is a required course that focuses on healthy decision making and self awareness. Topics of discussion include nutrition, personal health, mental health and suicide prevention, drug and alcohol use, first aid, relationships, sexuality, and stress management. Evaluation is based on a combination of knowledge testing, projects, presentations, and participation in class discussions.

Health Forum

Grades 11-12
Unleveled
5 Credits (one semester)

Want to learn to manage stress? Sleep better? Explore social issues like dating violence? AIDS? Addictive behaviors? If yes, then this is the course for you! Health Forum is an issues-oriented, discussion-based course for juniors and seniors. Topics covered include mental health, body image, eating disorders, suicide prevention, nutrition/cooking, relationships, and sexuality.

Psychology of Growth and Development

Grades 11-12
Unleveled
5 Credits (one semester)

Psychology of Growth and Development is an elective course for students who are interested in learning more about human behavior. Key concepts include why people behave as they do and what effects their behaviors have on themselves and others. Both psychology and abnormal psychology are explored.

Physical Education I

Grades 9-12
Unleveled
5 Credits (one semester)

Physical Education I is a required course that focuses on lifetime sports, cooperation, and safety. Activities include cooperative games, racquet sports, golf, soccer, field hockey, water safety, and CPR certification. Students are evaluated on knowledge, active participation, skill tests, and presentations.

Physical Education II

Grades 10-12
Unleveled
5 Credits (one semester)

Physical Education II is a required course offered to students who have successfully completed Physical Education I. Cooperation, communication, and leadership skills are all developed during a mixture of adventure, fitness, recreation, and sports. Students have the opportunity to explore their fears and apply their strengths as well as receive CPR recertification in this class. Evaluation includes knowledge testing, projects, presentations, and active participation. *Prerequisite: Physical Education.*

Physical Education Adventure

Grade 12
Unleveled
5 Credits (one semester)

This elective course is offered to all seniors who have completed Physical Education I and Physical Education II. Students learn sea kayaking, mountain biking, hiking, fly fishing, orienteering, horseback riding, paddleboarding, and climbing techniques, as well as first aid and CPR. Physical Education Adventure classes take place at local ponds, rivers, trails, and climbing facilities with at least one overnight camping trip. *Prerequisite: Physical Education I, Physical Education II, and teacher approval.*

Mathematics

Graduation Standards:

- Knowledgeable Person
- Creative and Practical Problem Solver

Specifically, a graduate will be able to:

1. **Number and Quantity:** Reason and model quantitatively to solve problems.
2. **Algebra:** Create, simplify, solve, and model algebraic expressions.
3. **Geometry:** Model and apply geometric concepts.
4. **Functions:** Analyze, graph, and model functions.
5. **Statistics and Probability:** Describe, analyze, and make predictions about real-world data.

Requirements: Calculators (preferably TI-84 Plus) required for all math courses.

Algebra I

Grades 9-12
College Preparatory
10 Credits (full year)
This course is an introduction to the "language of mathematics". Topics covered include basic concepts and operations in algebra, linear equations and inequalities, word problems, graphing, exponential functions, polynomials, quadratic equations, and systems of equations. Students learn to analyze graphs through the use of technology. *Prerequisite: Teacher recommendation.*

Geometry

Grades 10-12
College Preparatory
5 Credits (one semester)
The main goal of this course is to provide students with a clear understanding of two-dimensional and three-dimensional figures and the relationships among them. The course starts with points, lines, planes, and space, then builds to perimeter and area in polygons, and surface area and volume in solid figures. The course also includes preparation for the SAT. *Prerequisite: Algebra II or departmental approval.*

Geometry

Grades 9-12
Honors
10 Credits (full year)
The main goal of this course is to provide students with a clear understanding of two-dimensional and three-dimensional figures and the relationships among them. The course

starts with points, lines, planes and space then builds to perimeter and area in polygons and surface area and volume in solid figures. Transformations are studied from congruence to similarity and symmetry. Logic, formal proofs, and constructions are features of this course. *Prerequisite: Teacher recommendation or department approval.*

Algebra II
Grades 10-12
College Preparatory
10 Credits (full year)
This course uses the same curriculum as Honors Algebra II, but takes a longer look at fewer topics to give the student a solid base in the more important topics of the course. Students are instructed in the use of technology to understand and analyze functions. *Prerequisite: Algebra I.*

Algebra II
Grades 9-12
Honors
10 Credits (full year)
This course might best be described as "what every high school graduate should know about mathematics." Topics to be covered include a review of linear equations, systems of equations, quadratics, powers and roots, exponents and logarithms, trigonometry, and polynomials. Students learn to analyze functions through the use of technology. *Prerequisite: Teacher recommendation or department approval.*

Functions, Statistics, and Trigonometry
Grades 10-12
Honors
10 Credits (full year)
Functions, statistics, and trigonometry are areas of mathematics which come from real-world situations. Each type of function is studied for its application to real-world problems. Function topics include linear, quadratic, exponential, logarithmic, trigonometric, polynomial, and circular models. Trigonometry and statistics are reviewed and extended through practical applications. *Prerequisite: Algebra II*.

Statistics
Grades 10-12
College Preparatory
5 Credits (one semester)
The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will focus on the broad conceptual theme of exploring data: observing patterns and departures from patterns. Students will also be introduced to probability basics. This course included preparation for the SAT exam. *Prerequisite: Algebra II or departmental approval.*

AP Statistics

Grades 10-12
Advanced Placement
10 Credits (full year)

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) exploring data: observing patterns and departures from patterns; 2) planning a study: describing what and how to measure; 3) anticipating patterns: producing models using probability theory and simulation; and 4) statistical inference: confirming models. Students are required to take the AP Statistics exam in May. *Prerequisite: Honors Algebra II and department approval.*

Quantitative Reasoning

Grade 12
College Preparatory or Dual Enrollment
10 Credits (full year)

This course explores the connections between mathematics and various facets of modern life. Quantitative reasoning enables both understanding and decision-making about aspects of work, money management, civic participation, and recreation. Topics in this course include unit analysis, percentages, personal finance, statistics, probability, linear and exponential growth, mathematical modeling, and geometry. *Prerequisite: SAT or ACCUPLACER test scores required for qualification to take the class as a concurrent class at SMCC. If taken as a concurrent class, possible college credit available.*

Precalculus

Grades 10-12
College Preparatory
10 Credits (full year)

This course offers a review and extension of the functions taught in Algebra II (linear, polynomial, rational, exponential, logarithmic) and a more advanced study of triangle and circular trigonometry. Some discrete mathematics topics may be introduced, if time allows. *Prerequisite: CP Geometry, Statistics, and Trigonometry, or Honors Functions, Statistics, and Trigonometry, or AP Statistics and department approval.*

Precalculus

Grades 10-12
Honors
10 Credits (full year)

This course offers a deeper and more advanced investigation of the functions taught in Algebra II (linear, polynomial, rational, exponential, logarithmic), a much more comprehensive study of trigonometry, and an introduction to discrete math and calculus topics. *Prerequisite: Functions, Statistics, and Trigonometry or AP Statistics and department approval.*

AP Calculus AB

Grades 11-12
Advanced Placement
10 Credits (full year)

In this course students study the cornerstones of calculus—the derivative and the integral. Students approach ideas through the concept of functions and learn applications of these concepts. This course is very demanding and requires a lot of work outside of class. Students should come to this class with a strong understanding of functions, trigonometry, logarithms, and exponents. Students are required to take the AP Calculus AB exam in May. *Prerequisite: Honors Precalculus and department approval.*

AP Calculus BC

Grades 11-12
Advanced Placement
10 Credits (full year)

In this course students study the cornerstones of calculus—the derivative and the integral. The topic outline for Calculus BC includes all Calculus AB topics. Additional topics include parametric, polar and vector functions, Euler's Method, length of a curve, antiderivatives by parts and partial fractions, and improper integrals and series. Students are required to take the AP Calculus BC exam in May. *Prerequisite: Honors Precalculus and department approval.*

Computer Science Principles

Grades 9-12
Unleveled
5 Credits (one semester)

Computer Science Principles (CSP) is a single-semester course that introduces students to computer science through the Python programming language. The course utilizes the web-based CodeHS and repl.it platforms. It is appropriate for students with some programming experience as well as motivated beginners. CSP provides students a thorough grounding in the principles of computer science, from programming constructs to top-down design and verification, emphasizing project work in order to motivate and reinforce concepts learned in class. Students complete projects individually and in small groups. CSP includes group discussion of computer science topics ranging from how to tackle specific problems in math, science, and engineering to the ethical problems raised by artificial intelligence. While most work is completed and submitted each class period, some work is expected to be completed outside the classroom. CSP requires students to use basic English as well as algebra and geometry skills to solve problems. This course can be taken for Technology or Mathematics credit.

AP Computer Science A

Grades 11-12 (Grades 9-10, with instructor permission only)
Advanced Placement
10 Credits (full year)

AP Computer Science A is a rigorous, year-long course that introduces students to computer science through the Java programming language. The course utilizes the web-based CodeHS platform. It is equivalent to a first-semester, college-level course in computer science. Topics covered in this course include analysis, comparison, design and implementation of solutions to problems; use of data structures to organize and manipulate large data sets; development and implementation of algorithms to process data and discover new information; the principles of object-oriented programming and other modern programming methodologies; and, the ethical and social implications of computing systems. The course implements the curriculum described in the College Board AP CS A Course and Exam Description (CED), and is designed to prepare students for the AP exam in the Spring. The assumed prerequisites include knowledge of basic English, algebra, and geometry. Students should also be comfortable with functions and concepts associated with functions. Students must have taken at least one semester of computer programming and complete a unit of programming prior to leaving for summer break in order to take the course. Students are required to take the AP Computer Science A Exam in May. This course can be taken for Technology or Mathematics credit. *Prerequisite: Introduction to Computer Programming or Computer Science Principles, and teacher approval.*

Science and Engineering

Graduation Standards:

- Knowledgeable Person
- Clear and Effective Communicator/Reading and Writing
- Creative and Practical Problem Solver

Specifically, a graduate will be able to:

1. **Patterns:** Determine patterns of forms and events and how they guide organization and classification, and reflect on relationships and the factors that influence them.
2. **Cause and Effect:** Investigate, test, and explain (sometimes simple and sometimes multifaceted) causal relationships and their mechanisms and use these mechanisms to predict and explain events in new contexts.
3. **Scale, Proportion, and Quantity:** Determine relevance relating to size, time, and energy, and explain how changes in scale, proportion, or quantity affect a system's structure or performance.
4. **Systems and System Models:** Define systems by specifying boundaries and making models in order to provide tools for understanding and testing applicable ideas.
5. **Energy and Matter:** Explain the possibilities and limitations of systems by tracking fluxes of energy and matter into, out of, and within those systems.
6. **Structure and Function:** Analyze the shape of a structure and its substructure and determine its properties and functions.
7. **Stability and Change:** Explain, for both natural and built systems, conditions of stability and determinants of rates of change or evolution of a system.
8. **Scientific Communication:** Obtain, evaluate, and communicate scientific information orally and in writing.

Honors and AP Placement
All Honors and AP placements require department approval.

- **Grade 9**
  Placement will be based on Grade 8 NWEA scores, reading level, and teacher recommendation that will take into account critical thinking skills, ability to work independently, and work completion.

- **Grades 10, 11, and 12**
  - **Students who wish to take Honors or AP:** Students who have a 93 or better in their current level may be recommended to take Honors or AP. They should also demonstrate higher level thinking skills, the ability to move quickly through new material, and a history of work completion.
  - **Students who wish to maintain Honors or AP:** Students with an 85 or better in

their current level may maintain this placement.

- **Students who may be recommended to take a different level:** Students with an 84 or below in an Honors or AP course may be recommended to a less intensive level.

Physics

Physical Science
Grade 9
College Preparatory
10 Credits (full year)
Extra Lab Period
This course covers an introduction to a wide variety of topics within physics, including kinematics, mechanics (how forces and motion are related), energy, torque, fluid concepts, vibrations and waves, sound, and electricity and magnetism. A theme of the course is how fundamental math (including graphing, working with ratios, use of very large and very small numbers) applies in each of these topics. This course is for students who need extra support in any of the basic skills areas: writing, mathematics, organization, or study skills. Please note that this course will have a double lab period once every four days for the first semester.
Prerequisite: Teacher recommendation.

Physics
Grade 9
College Preparatory
10 Credits (full year)
Extra Lab Period
Course objectives are to equip students with an understanding of the processes of science, to enable students to master selected concepts of physics, to develop students' thinking and problem solving skills, and to provide students with a foundation in physics for college. Students use conceptual reasoning and basic mathematical reasoning in solving physics problems. Students learn how to *do* science by performing an experiment at the beginning of each unit. Topics covered include scientific analysis, constant velocity, acceleration, forces, energy, and momentum. Developmentally appropriate writing and critical thinking skills are a must for this course. Please note that this course will have a double lab period once every four days for the first semester.

Physics
Grade 9
Honors
10 Credits (full year)
Extra Lab Period
Course objectives are to equip students with an understanding of the processes of science, to enable students to master selected concepts of physics, to develop students' thinking and

problem solving skills, and to provide students with a foundation in physics for college. Students use mathematical reasoning (arithmetic, algebraic and trigonometric calculations and reasoning) in solving physics problems. Students who are successful in this class are typically taking Honors Geometry or higher. Students learn how to *do* science by performing an experiment at the beginning of each unit. Strong writing and critical thinking skills are a must for this class. Please note that this course will have a double lab period once every four days for the first semester. *Prerequisite: Department approval based on Grade 8 NWEA scores, math level, and teacher recommendation that will take into account critical thinking skills, ability to work independently, and work completion.*

Chemistry

Chemical Science
Grade 10
College Preparatory
10 Credits (full year)
Extra Lab Period
Chemistry is the second step in the core sequence of science. Chemical Science closely follows the pace, topic, and lab sequence of Chemistry, but some topics within a unit are reduced in scope or removed to allow for repeated in-class practice of more fundamental parts of the unit. This approach gives students a strong conceptual basis for understanding chemistry principles. This course is for students who need extra support in any of the basic skills areas: writing, mathematics, organization, or study skills. Please note that this course will have a double lab period once every four days for the first semester. *Prerequisite: Physical Science or Physics and teacher recommendation.*

Chemistry
Grade 10
College Preparatory
10 Credits (full year)
Extra Lab Period
The second step in the core sequence of science, Chemistry builds upon the fundamental concepts explored in Physics. Concepts covered include atomic theory, periodic table, chemical bonds, quantitative chemistry, thermochemistry, and chemical kinetics. Students are exposed to organic chemistry, acids and bases, and electrochemistry throughout the year. This course is based on hands-on activities and conceptual chemistry with an application of mathematics and critical thinking. Students are expected to understand and explain how and why things happen the way they do in chemistry. Strong study skills and homework completion are essential for success in this class. Please note that this course will have a double lab period once every four days for the first semester. *Prerequisite: Physical Science or Physics.*

Chemistry
Grade 10

Honors
10 Credits (full year)
Extra Lab Period
Following a very strong freshman year in Physics, students taking Honors Chemistry will explore many varied topics at an accelerated pace and depth. Very strong reading and math ability along with superior critical thinking and abstract reasoning skills are expected of students taking this course. Students must have strong study skills and dedicate 45 minutes to an hour each night to be successful in Honors Chemistry. Multiple weekly assessments are given. Synthesis of concepts developed in experiments are an integral part of the higher level thinking, problem solving, and writing assignments expected in this course. Topics include atomic structure and nuclear chemistry, quantum theory and periodicity, chemical bonding, molecular geometry, stoichiometry, states of matter and intermolecular forces, gas laws and behavior, solution and thermochemistry, equilibrium, acids and bases, redox and electrochemistry, hydrocarbons and organic reactions, and functional groups and macromolecules. *Prerequisite: Physics and departmental approval along with at least an 85 average for Honors Physics students and at least a 93 average for CP Physics students.*

Biology

Biological Science
Grade 11
College Preparatory
10 Credits (full year)
This course provides an introduction to the major fields in biological sciences within the context of ecology. Students investigate common characteristics among the millions of organisms on this planet, as well as some of the unique features organisms possess for survival. Students selected for this level continue skill development in reading, writing, and critical thinking as we delve into the major themes of biology, including such topics as the scientific method, the structure and function of cells, cellular processes, taxonomy, evolution, genetics, ecology, and human biology. Application of biological concepts, laboratory procedures, understanding of current issues in biology, and organization of notes and lab reports are an integral part of the course. *Prerequisite: Chemical Science or Chemistry and teacher recommendation.*

Biology
Grade 11
College Preparatory
10 Credits (full year)
This course provides an introduction to the major fields of biology with an emphasis on ecology. Students investigate common characteristics among the millions of organisms on this planet, as well as some of the unique features organisms possess for survival. A solid understanding of basic chemistry is assumed from the successful completion of a year of chemistry. The major themes of Biology will include scientific method, the structure and function of cells, cellular processes, taxonomy, evolution, genetics, ecology, and human biology. Application of biological

concepts, laboratory procedures, understanding of current issues in biology, and organization of notes and lab reports are integral parts of this course. Strong study and organizational skills, reading, writing, and homework completion are essential for success in this class. *Prerequisite: Chemical Science or Chemistry.*

Biology
Grade 11
Honors
10 Credits (full year)
This course provides an introduction to the major fields of biology with an emphasis on molecular and cellular biology. Students investigate common characteristics among the millions of organisms on this planet, as well as some of the unique features organisms possess for survival. A solid understanding of chemistry, organic molecules, and some biochemistry is assumed from the successful completion of a year of chemistry. The major themes of biology include scientific method, the structure and function of cells, intra- and intercellular processes, taxonomy, evolution, genetics, ecology, and human biology. Students electing this level of biology should be highly motivated and organized. Note taking skills, consistent laboratory procedures, the ability to learn from text and journal readings, and careful attention to all assignments are essential for success in this class. *Prerequisite: Chemistry and departmental approval along with at least an 85 average for Honors Chemistry students and at least a 93 average for CP Chemistry students.*

AP Biology
Grade 11
Advanced Placement
10 Credits (full year)
AP Biology is a college-level biology course. Students should have a strong foundation from Honors Chemistry and AP Statistics. Students should be highly motivated, have strong independent study skills, and the ability to apply information they have just learned. Reading requirements for the course are rigorous and require at least one hour each day in order to stay on target. Exams generally cover 3-4 chapters in the text and require deep understanding of the topics and the ability to synthesize. Laboratory activities suggested by the College Board are conducted to give the student a fair representation of a university level biology course. Summer reading is required. All students are required to take the AP Biology exam in May. Please note that this junior year class is taught in two periods for the first semester and one period for the second semester and that enrollment is capped at 24. Students who are interested in taking an Advanced Placement level of science but are unable to fit this course into their schedule may wish to consider taking AP Chemistry concurrently with Biology. *Prerequisite: At least a 93 average in Honors Chemistry and departmental approval.*

Electives

AP Chemistry

Grade 11-12
Advanced Placement
10 Credits (full year)

AP Chemistry provides students with a college-level foundation to support future advanced coursework in chemistry. Students further cultivate their understanding of chemistry through inquiry-based investigations as they continue to explore more deeply content introduced in Honors Chemistry such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. This course requires that 25 percent of instructional time engages students in lab investigations, including a minimum of 16 hands-on labs (at least six of which are inquiry-based). Students are required to keep a detailed lab notebook throughout the course for every experiment conducted. The notebook is reviewed for content and concept attainment as part of the course grade. Students are required to take the AP Chemistry Exam in May. *Prerequisite: Successful completion of Physics and Chemistry. Departmental approval along with at least an 85 average for current Honors students and at least a 93 average for current CP students. This course is open to Juniors who are concurrently enrolled in Biology or Seniors only.*

AP Environmental Science

Grade 12
Advanced Placement
10 Credits (full year)

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Both individual and group work are significant parts of the class. Discussions around current environmental issues, politics, and economics are integral to the understanding and analysis of environmental science. Major themes include Earth systems and resources, the living world, populations, land and water use, energy resources and consumption, pollution, and climate change. All students are required to take the AP Environmental exam in May. Please note that this class is taught in two periods for the first semester. *Prerequisite: Biology and departmental approval along with at least an 85 average for current Honors students and at least a 93 average for current CP students.*

AP Physics C: Mechanics

Grade 12
Advanced Placement
10 Credits (full year)

AP Physics C: Mechanics is designed to prepare students to take the AP Physics C: Mechanics exam. The exam consists of calculus-based physics so introductory concepts from calculus are taught and then immediately used in problem solving. Topics include the three major types of motion: linear, rotational, and simple harmonic. Each of these topics is studied from a kinetic (how) and dynamic (why) perspective. Students are required to take the AP Physics C Exam in May. *Prerequisite: Successful completion of Honors Physics, Honors Chemistry, and Honors or AP Biology and concurrent enrollment in either Precalculus or Calculus (however, concurrent enrollment in Calculus is strongly recommended). Exceptions to these requirements can be attained through teacher recommendation. Departmental approval along with at least an 85 average for current Honors students and at least a 93 average for current CP students. This course is open to Juniors who are concurrently enrolled in Biology or Seniors only.*

Environmental Science and Economics

Grade 12
Honors
15 Credits (full year + extra period)

This course is designed as a capstone course for the understanding of science in society. This course is team-taught by the science and social studies departments. Concepts from science and economics are interwoven and enhanced by studying environmental issues from two different perspectives. Real-world problems and examples are the basis of the course. Students research and analyze data to perform a short- and long-term cost-benefit analysis of environmental problems. Mathematical models, simulations, and experiments in both economic and environmental systems are utilized to explore controversial issues. During the second semester the focus of the class turns to a seminal project in which students conduct research, analyze data, evaluate policies, and present their findings to address an environmental problem. Please note that the science portion of this course is scheduled for a full year (10 credits) and the social studies portion (5 credits) is scheduled for an additional period during the first semester. *Prerequisite: Biology and departmental approval along with at least an 85 average for current Honors students and at least a 93 average for current CP students.*

Marine, Earth, and Space Science

Grade 12
CP or Honors Credit
10 Credits (full year)

This is a college-level course that emphasizes broad, up-to-date coverage of basic topics in geology, astronomy, oceanography, and meteorology. The course is challenging and meaningful for students with little or no background in earth science and integrates topics from physics, chemistry, and biology. Lab exercises combined with detailed reading assignments from both the text and primary sources help the student learn and appreciate basic principles and

concepts that affect humans. Activities outside the classroom are used to bridge principles taught in the classroom with naturally occurring cycles. Students who take the course for Honors credit are expected to have good note taking skills, the ability to learn and synthesize information from text and journal readings, and strong writing and problem solving skills. *Prerequisite for Honors: Biology and departmental approval along with at least an 85 average for current Honors students and at least a 93 average for current CP students.*

Vex Robotics

Grades 9-12

Unleveled

2.5 Credits

This course is designed as a self-contained introduction to robotics principles, or as a prerequisite for participation in the CEHS VEX Robotics Team 56. In this course, each student is assigned his or her own robotics kit and computer. Through a series of design challenges, students learn best practices for building a chassis frame and pivot arm and gain experience in coding, including use of control structures and functions to integrate feedback from numerous sensors, such as touch sensors, rotation sensors, and the joystick. Students enrolled in this course meet the equivalent of one academic quarter. Depending on the number of students enrolled, students may be assigned to a particular semester to work on and complete assigned tasks. Enrollment will be limited to three students per semester.

Social Studies

Graduation Standards:

- Knowledgeable Person
- Clear and Effective Communicator/Reading, Writing, and Presentation
- Creative and Practical Problem Solver/Research

Specifically, a graduate will be able to:

1. **Social Studies Skills**: Analyze primary and secondary sources and use them to support arguments.
2. **Applied Social Studies**: Research and recommend policies to address global and domestic issues.
3. **Civics and Government**: Understand the purpose, structure, and functions of government as well as the responsibilities and rights of citizens.
4. **Economics:** Evaluate differing economic systems and policies.
5. **Geography**: Analyze the impact of geography on the world's civilizations.
6. **History**: Understand enduring themes and historical influences in order to evaluate their impact on the world.

Honors and AP Placement
All Honors and AP placements require department approval.

- **Honors World History I**
  Placement will be based on January NWEA scores, reading level, and teacher recommendation that will take into account critical thinking skills, ability to work independently, work completion, class participation, strong writing skills, and passion for the social studies.

- **Honors World History II, U.S. History, and Government**
  - **Students who wish to take Honors:** Students who have a 93 or better in CP may be recommended to move to Honors. In addition to possessing strong reading, writing, conceptual thinking, and research skills, students should also have a passion for the social studies, the ability to quickly move through new material, and a strong history of work completion.
  - **Students who wish to maintain current placement in Honors:** Students with an 85 or better in Honors may maintain this placement with their teacher's recommendation.
  - **Students who may be recommended to take CP:** Students with an 84 or below in Honors may be recommended to take CP.

- **AP U.S. History and AP U.S. Government and Politics**

- **Students who wish to take AP:** Students should have a deep passion for the social studies, exceptional skills in reading, research, and critical thinking, and a 93 or better in Honors. Students are also expected to demonstrate command of the assigned summer work; failure to do so results in revocation of the placement.
- **Students who wish to maintain current placement in AP:** Students who have an 85 or better in AP U.S. History may be recommended to enroll in AP U.S. Government and Politics.

World History I
Grade 9
College Preparatory
5 Credits (one semester)
This course introduces students to basic concepts including geography, vocabulary, and the skills of cultural and historical inquiry. The content focus of this course includes the Golden Ages of China, Islam & 800-1500 Europe, a comparison of world religions and belief systems, and historical connections to human inequality. Reading and analysis of original sources, persuasive writing, note-taking, and organization are emphasized.

World History I
Grade 9
Honors
5 Credits (one semester)
This course introduces students to basic concepts including geography, vocabulary, and the skills of cultural and historical inquiry. The content focus of this course includes the Golden Ages of China, Islam & 800-1500 Europe, a comparison of world religions and belief systems, and historical connections to human inequality. Reading skills are honed through engagement with extensive original sources as well as difficult text material. Persuasive writing, note-taking, and organizational skills are emphasized at an advanced level. This course is for students with excellent skills in reading, writing, class participation, and organization. *Prerequisite: Teacher recommendation or department approval.*

World History II
Grade 10
College Preparatory
10 Credits (full year)
This course is a continuation of World History I. Students analyze the makings of the modern world while continuing to build skills in research-based writing and argument design. Beginning with the European Enlightenment, students compare revolutions in the American English colonies and France. Focus then shifts to the Industrial Revolution and development of modern economic systems and communist political movements. Through economic, political, and social lenses, students assess the reasons for and impacts of imperialism in different parts of the world, the causes and consequences of World Wars I and II, and an examination of economic

interdependence, Cold War conflicts, and the development of organizations for multilateral decision-making. Students build reading, writing, and research skills as they pursue understanding of the modern world. Finally, students elucidate a contemporary global issue in a formal presentation to the public. *Prerequisite: World History I.*

World History II
Grade 10
Honors
10 Credits (full year)
This course is a continuation of World History I. Students analyze the makings of the modern world while continuing to build skills in research-based writing and argument design. Beginning with the European Enlightenment, students compare revolutions in the American English colonies and France. Focus then shifts to the Industrial Revolution and development of modern economic systems and communist political movements. Through economic, political, and social lenses, students examine the reasons for and impacts of imperialism in different parts of the world, the causes and consequences of World Wars I and II, and the development of economic interdependence, Cold War conflicts, and organizations for multilateral decision-making. Students build reading, writing, and research skills as they pursue understanding of the modern world. Finally, students elucidate a contemporary global issue in a formal presentation to the public. This course is for students with excellent skills in reading, writing, class participation, and organization. *Prerequisite: World History I and department approval.*

U.S. History
Grade 11
College Preparatory
10 Credits (full year)
This course examines the history of the United States from the Declaration of Independence to the present day, with the greatest weight being placed on the 20th century. Emphasis is especially given to the political, economic, and social aspects of history, with a focus on causal relationships and results of events throughout U.S. history. Students will read, research, analyze, and write about the events and accounts of those eras, relating them to today. *Prerequisite: World History II.*

U.S. History
Grade 11
Honors
10 Credits (full year)
This course examines the history of the United States from the Declaration of Independence to the present day, with the greatest emphasis being placed on the 20th century. By focusing on the social, economic and political threads in U.S. history, we attempt to answer the question: "How and why did we get where we are today?" This course is for students with excellent reading and writing skills, high motivation, and a strong work ethic. *Prerequisite: World History II and department approval.*

AP U.S. History

Grade 11
Advanced Placement
10 Credits (full year)

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course, and students are required to take the AP U.S. History exam in May. In his course, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians including the analysis of historical evidence and argument development. This course is for students with exceptional reading and writing skills, high motivation, and a strong work ethic. Dynamic and active class preparation and participation are essential. *Prerequisite: Honors World History II and department approval.*

Government

Grade 12
College Preparatory
5 Credits (one semester)

This course deals with the workings of the United States government and the role of American citizens. The course focuses not only on the mechanics of the government, but also on the application of these concepts to contemporary public policy issues, including an understanding of the political spectrum and differences in party platforms, and the quest for civil rights in and outside of the court system.The course also examines America's role in the world today.

Government

Grade 12
Honors
5 Credits (one semester)

This course deals with the workings of the United States government and the role of American citizens. The course focuses not only on the mechanics of the government, but also on the application of these concepts to contemporary public policy issues, including an understanding of the political spectrum and differences in party platforms, and the quest for civil rights in and outside of the court system. This course is for students with excellent reading and writing skills, high motivation, and a strong interest in politics and government. *Prerequisite: Honors U.S. History or AP U.S. History.*

AP U.S. Government and Politics

Grade 12
Advanced Placement
10 Credits (full year)

AP U.S. Government and Politics is a rigorous full-year introduction to the American political system. Although the basic "nuts and bolts" of government processes are covered, the course

seeks to improve students' skills in analysis, evaluation, and persuasion (both written and oral). To achieve this objective, the course is both reading and writing intensive. Students are required to give frequent formal and informal oral presentations. This course also evaluates how a government's economic policies affect personal financial decisions. Students are required to take the AP U.S. Government and Politics exam in May. This course is for students with exceptional reading and writing skills and a strong work ethic and who are deeply passionate about government. *Prerequisite: Honors U.S. History and department approval.*

Electives

AP Macroeconomics
Grades 11-12
Advanced Placement
5 Credits (one semester)
This course is designed to offer students an introductory, but rigorous and fast-paced exposure to macroeconomics at the college level. Topics include the pros and cons of capitalism; the stock and bond markets; measuring a nation's economic well being; economic recessions and booms; how fiscal and monetary policies affect the business cycle; the use of taxes and government spending to influence the U.S. economy; evaluating the national debt; the role of the Federal Reserve in the economy; analyzing why countries trade with each other; and how tariffs and foreign currency controls affect economic well being. This course stresses the application of analytical skills. Basic mathematical and graphing skills are reviewed at the beginning of the course, but it is expected that students entering the course already have a strong background in these areas. A strong background in U.S. history is necessary to enhance students' understanding of economic policy during the Great Depression. Students are required to take the AP Macroeconomics Exam in May. *Prerequisite: Department approval.*

Art and Culture
Grades 9-12
CP or Honors Credit
5 Credits (one semester)
This course is designed to introduce students to the critical landmarks and turning points of artistic and architectural culture. This course will cover a broad range of artists, sculptors, and architects and their works from the Paleolithic Era to the 21st century. Students will examine and analyze the foundations, evolutions, diffusions, and consequences of artistic periods and how they influenced and were influenced by society, politics, economics, and religion. Emphasis will be placed on the human form in art, the expression of the natural world, perspective and symmetry, and art as propaganda. *Prerequisite: World History I*

Contemporary World Issues
Grades 9-12
CP or Honors Credit
5 Credits (one semester)

Students explore controversial conflicts that affect the world today. Topics may include human rights issues such as torture, discrimination, terrorism and neo-Nazi movements, immigration, climate change, famine, and how the rise of artificial intelligence and biotechnology may affect the human race. Watching documentaries, participating in simulations and discussions, and engaging with guest speakers help focus learning.

Economics and Investing

Grade 12
CP or Honors Credit
5 Credits (one semester)

This course focuses on how free markets function with an emphasis on investing in the stock and bond markets. The course examines controversial topics such as tariffs and international trade, foreign currency markets, the national debt, the pros and cons of supply-side versus demand-side economics, monetary policy, regulation of businesses, and how economics can be applied to address societal problems such as poverty, inequality, and climate change. The application of psychology to how and why people make economic decisions is also stressed. This course improves students' analytical skills and also teaches them how to use spreadsheets and financial calculators to evaluate financial decisions.

Environmental Science and Economics

Grade 12
Honors
15 Credits (full year + extra period)

This course is designed as a capstone course for the understanding of science in society. This course is team-taught by the science and social studies departments. Concepts from science and economics are interwoven and enhanced by studying environmental issues from two different perspectives. Real-world problems and examples are the basis of the course. Students research and analyze data to perform a short- and long-term cost-benefit analysis of environmental problems. Mathematical models, simulations, and experiments in both economic and environmental systems are utilized to explore controversial issues. During the second semester the focus of the class turns to a seminal project in which students conduct research, analyze data, evaluate policies, and present their findings to address an environmental problem. Please note that the science portion of this course is scheduled for a full year (10 credits) and the social studies portion (5 credits) is scheduled for an additional period during the first semester. *Prerequisite: Biology and departmental approval along with at least an 85 average for current Honors students and at least a 93 average for current CP students.*

Holocaust Studies: Facing Ourselves Before We Face the Nazis

Grades 9-12
Unleveled
5 Credits (one semester)

By examining the attempted Nazi genocide of Jews during World War II, students confront the danger of indifference in society. Although the Holocaust is the focus of this course, students

also examine the moral and ethical questions raised by other 20th and 21st century events. The course begins with a study of how people are shaped by society and explores how and why ordinary citizens supported, were indifferent to, or resisted the Nazi regime. Activities include creative projects, film-based discussions, and readings by the victims and perpetrators of the Holocaust.

Maine Maritime History
Grades 9-12
CP or Honors Credit
5 Credits (one semester)
This course explores Maine's rich maritime history from Colonial times to the early 21st century. The course concludes with a discussion of public policy on maritime issues such as the economic impacts of commercial fishing and waterfront usage. It includes field trips to historical sites and museums.

Philosophy and Thought
Grades 10-12
CP or Honors Credit
5 Credits (one semester)
This course examines abstract thought, both in history and in practice. It introduces students to many of the celebrated thinkers since antiquity through readings, discussions, and thought experiments. This is a course of deep analysis and the exploration of fundamental questions such as: Who are we? What does it mean to exist? How do we know we actually know something? What is consciousness? What is beauty or art and who gets to decide? What is right and wrong and who gets to decide? How do we know something is of “high quality?” Students will read primary source material written by philosophers such as Plato, Descartes, Nietzsche, Wittgenstein, and Foucault. In addition, students will discuss and write analytic papers on topics such as time travel, the nature of beauty and art, free will and determinism, and the mind-body problem. Students also apply newly acquired knowledge to discussions and writing on issues of global importance such as poverty, war, and international human rights.

World Languages

Graduation Standards:

- Knowledgeable Person
- Clear and Effective Communicator
    - Reading/Listening
    - Writing
    - Speaking/Listening
    - Language

Specifically, a graduate will be able to:

1. **Interpersonal Communication:** Engage in conversations and written correspondence on a variety of topics.
2. I**nterpretive Communication:** Understand and interpret written and spoken language on a variety of topics.
3. **Presentational Communication:** Present information, concepts, and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.
4. **Comparison of Products, Practices, and Perspectives:** Compare the nature of language and the culture(s) of the target language with one's own.
5. **Communities:** Encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.
6. **Vocabulary:** Use an understanding of the lexus (vocabulary) to enhance communication in the target language.
7. **Grammar:** Use an understanding of the linguistic system (grammar) to enhance communication in the target language.

French

French I

Grades 9-12
Unleveled
10 Credits (full year)

French I is an introductory course in the French language and the culture of French speaking countries. The focus of the course is on developing speaking skills and aural comprehension. Students learn to understand, speak, and write about themselves, their families, their interests, and their daily life, and to ask and answer questions in French. Culture is also a point of emphasis as we encourage students to become respectful global citizens.

Foundations for French

Grades 9-12
Unleveled

10 Credits (full year)
Foundations for French is a novice course that reinforces beginning language skills, preparing students for intermediate language study. While students continue to increase their working vocabulary through thematic topics, they also learn strategies to approach texts written in the language. Additionally, students begin to learn to express themselves in writing and orally about everyday activities and situations. The overall goal of this course is to strengthen listening, reading, writing, and speaking skills in preparation for further language study. *Prerequisite: French I or placement test.*

French II
Grades 9-12
Unleveled
10 Credits (full year)
French II is designed for students who have completed an introductory French program (French I or equivalent) and have a firm background in the fundamentals of beginning French. This course seeks to build on listening and speaking skills, along with developing reading and writing proficiency. Students learn to describe events in the past, present, and future; ask and answer questions; talk and write about everyday situations; participate in conversations; make presentations: and identify the main ideas and some basic details of authentic listening and reading documents, all while developing cultural literacy. *Prerequisite: French I, Foundations for French, or placement test.*

French III
Grades 9-12
Unleveled
10 Credits (full year)
French III is an intermediate course that builds on beginning language skills, preparing students for advanced language study. While students continue to increase their working vocabulary through thematic topics, they also learn strategies to approach texts written in the language. Additionally, students begin to express themselves more formally in writing and orally. The overall goal of this course is to strengthen listening, reading, writing, and speaking skills in preparation for further language study. *Prerequisite: French II or placement test.*

French IV
Grades 10-12
Honors
10 Credits (full year)
French IV seeks to strengthen students' listening, reading, writing, and speaking skills in preparation for further language study. While students continue to increase their working vocabulary through thematic topics, they also build on strategies to approach authentic written and aural texts in the language. Additionally, students continue to work on expressing themselves formally in writing and orally. *Prerequisite: French III or placement test.*

French V

Grades 11-12

Honors

10 Credits (full year)

French V is designed for students to further strengthen their language skills and develop their cultural competency. The curriculum focuses on real communication in meaningful contexts that develop and consolidate students' speaking, listening, reading, and writing skills through a variety of topics: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. Students work with a variety of authentic audio and written texts to develop and refine their interpersonal, interpretive, and presentational communication skills. *Prerequisite: Academic grade of 89 or above in French IV or placement test.*

French VI

Grade 12

Honors

10 Credits (full year)

Through this course, students will work on their ability to read, write, understand and speak French through a variety of themes. These will include: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will work with a variety of authentic audio and written texts to develop and refine their communication skills in line with the ACTFL* proficiency guidelines . While students will continue to increase their working vocabulary through the thematic topics, they will also build on strategies to approach authentic written and aural texts in the language. *Prerequisite: French V or placement test.*

AP French VI

Grade 12

Advanced Placement

10 Credits (full year)

In AP French VI, students work on their ability to read, write, understand, and speak French through a variety of themes. These themes include global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. Students work with a variety of authentic audio and written texts to develop and refine their communication skills in line with the AP exam for French Language and Culture. While students continue to increase their working vocabulary through the thematic topics, they also build on strategies to approach authentic written and aural texts in the language. *Prerequisite: Academic grade of 89 or above in French V or placement test.*

Spanish

Spanish I

Grades 9-12
Unleveled
10 Credits (full year)
Spanish I is an introductory course in the Spanish language and the culture of Spanish speaking countries. The focus of the course is on developing speaking skills and aural comprehension. Students learn to understand, speak, and write about themselves, their families, their interests, and their daily life, and to ask and answer questions in Spanish. Culture is also a point of emphasis as we encourage students to become respectful global citizens.

Foundations for Spanish

Grades 9-12
Unleveled
10 Credits (full year)
Foundations for Spanish is a novice course that reinforces beginning language skills, preparing students for intermediate language study. While students continue to increase their working vocabulary through thematic topics, they also learn strategies to approach texts written in the language. Additionally, students begin to learn to express themselves in writing and orally about everyday activities and situations. The overall goal of this course is to strengthen listening, reading, writing, and speaking skills in preparation for further language study. *Prerequisite: Spanish I or placement test.*

Spanish II

Grades 9-12
Unleveled
10 Credits (full year)
Spanish II is designed for students who have completed an introductory Spanish program (Spanish I or equivalent) and have a firm background in the fundamentals of beginning Spanish. The course seeks to build on listening and speaking skills, along with developing reading and writing proficiency. Students learn to describe events in the past, present, and future; ask and answer questions; talk and write about everyday situations; participate in conversations; make presentations: and identify the main ideas and some basic details of authentic listening and reading documents, all while developing cultural literacy. *Prerequisite: Spanish I, Foundations for Spanish, or placement test.*

Spanish III

Grades 9-12
Unleveled
10 Credits (full year)
Spanish III is an intermediate course that builds on beginning language skills, preparing students for advanced language study. While students continue to increase their working

vocabulary through thematic topics, they also learn strategies to approach texts written in the language. Additionally, students begin to express themselves more formally in writing and orally. The overall goal of this course is to strengthen listening, reading, writing, and speaking skills in preparation for further language study. *Prerequisite: Spanish II or placement test.*

Spanish IV
Grades 10-12
Honors
10 Credits (full year)
Spanish IV allows students to strengthen functional language skills at a higher level. Topics include the Hispanic presence in the United States, housing, helping out in our community, the environment, and plans for after graduation. Although developing speaking skills is the focus of this course, students also work on strengthening the other language skills: listening, reading, and writing. *Prerequisite: Spanish III or placement test.*

Spanish IV Pre-AP
Grades 10-12
Honors
10 Credits (full year)
Spanish IV Pre-AP introduces students to the AP language standards. The course is designed around AP thematic units that incorporate reading, writing, speaking, and listening activities. Specific AP-style activities are practiced throughout the year. As cultural literacy is a major focus of the course, resources include Hispanic media, informational texts, literature, songs, videos, and artwork. Advanced grammar is introduced and practiced as well as response and formal writing practices. *Prerequisite: Academic grade of 89 or above in Spanish III or placement test.*

Spanish V
Grades 11-12
Honors
10 Credits (full year)
Spanish V emphasizes a conversational approach to the Spanish language and Hispanic culture. Students build their practical communicative skills by learning and practicing situational vocabulary and functional grammatical structures while speaking, reading, writing, and listening. Speaking activities often grow from authentic listening or reading sources. In addition, students continue to develop their writing skills through informational and narrative writing and various forms of correspondence. Cultural knowledge of daily life in Spain and Latin America as well as current events in the Hispanic world will also be considered through the course. *Prerequisite: Spanish IV or placement test.*

AP Spanish V
Grades 11-12
Advanced Placement
10 Credits (full year)

In AP Spanish V, students work on their ability to read, write, understand, and speak Spanish through a variety of themes. These themes include global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. Students work with a variety of authentic audio and written texts to develop and refine their communication skills in line with the AP exam for Spanish Language and Culture. While students continue to increase their working vocabulary through the thematic topics, they also build on strategies to approach authentic written and aural texts in the language.
Prerequisite: 89 or above in Spanish IV Pre-AP or placement test.

PATHS PROGRAM DESCRIPTIONS

Automotive Collision Technology
The Inter-Industry Conference on Auto Collision Repair (I-CAR) curriculum is focused largely on hands-on learning. The curriculum equips students with role-relevant knowledge and extensive practical experience. Students are able to graduate with industry-recognized PlatinumTMPro Level designation and the skills needed to enter the workforce as collision repair professionals.

Automotive Technology
This program provides a thorough understanding of design, construction, and operation of automotive systems. Y1: Shop Safety, Measurement Fasteners & Tools, Lubrication System, Cooling Systems, 4 Cycle Theories, Engine Rebuild, Electricity, Ignitions Systems, Fuel Systems, Computer Controls, Emissions. Y2: Manual Transmissions, Wheels, SP Brakes, Tires, Steering & Suspension, State Inspection, Engine Performance, Electricity, SkillsUSA.

Biomedical & Health Science
This program explores nursing, dental, or veterinary science, including an introduction to careers in health sciences. Y1: Anatomy, physiology, nutrition, diet therapy, and a medical research project through field trips, demonstrations, and classroom instruction. Y2: Basic health science skills, body mechanics, aseptic techniques, and medical terminology.

Carpentry
The Carpentry program is designed to instruct students in all types of house construction and remodeling. Students are involved in foundation layout work, house framing, and exterior and interior finish carpentry work. Students work with a variety of building and finishing materials and become familiar with modern methods and styles of commercial and residential construction.

Commercial Art
The goal and purpose of the Commercial Art program is to help students learn how to make and market their art to generate income. Building a strong portfolio and setting up art exhibits to show and sell work is ongoing. Students learn how to effectively create layout and design for posters, logos, illustrations, and tee shirts by hand and computer.

Culinary Arts
The culinary arts program is designed as a two-year intensive that prepares students for immediate entry into the exciting world of culinary professionals. It covers Customer Relations, Preparing & Serving Safe Food, Preventing Accidents & Injuries, Kitchen Basics, Food Service Equipment, Nutrition, Working With People, Business Math, Sanitation, Tourism & Retail, Controlling Food Services Cost, History, Lodging Industry, Art of Service, Marketing & Menu, Purchasing & Inventory Control, Standard Accounting Practices, DMIT Tourism & Retail.

Cyber Security
This program provides an introduction to careers in cyber security, highlighting roles as an analyst, penetration tester, systems administrator and computer crime investigator. The program is constantly evolving, but starts with the basics of security and threats facing the real world security landscape. Collaboration and teamwork are critical to the success of a student in the program.

Dance
The Dance program is a modern dance-based program for high school students interested in pursuing a professional experience in the performing arts. Students take daily technique classes in modern dance and ballet technique as well as hip-hop, choreography, dance composition, and improvisation. Students are exposed to a wide range of professional guest artists featuring many styles of dance through one day workshops and special projects.

Early Childhood Occupations
This course is designed for students who are preparing for careers in teaching and caring for young children, birth through age eight. The course provides a foundation in child development, family systems, childcare management, and teaching at the early elementary level. Students plan and manage a campus child development lab program and intern in community-based programs and area elementary schools. The course has been designed with multiple entry and exit points so that students may enroll for one to four semesters, choosing work that matches their needs and future teaching plans.

Food Service
This program prepares students for entry-level employment in the food service industry. It offers real life experiences and learning through the operation of a student-run café. Students receive a varied hands-on education in food preparation, equipment usage, sanitation, personal hygiene, customer relations, teamwork, attitude, initiative, and independence.

Landscapes and Gardens
This program provides students the opportunity to work in PATHS' largest classroom—40 acres. Students get to experience retail and wholesale marketing techniques through the management of a 3,000 sq. ft. greenhouse. Students work in display beds, gardens, and the extensive grounds of our campus. Students learn about practical greenhouse, landscape, and garden techniques in a supported environment.

Marine Systems
Marine Systems is a two-year program offering many opportunities for students to find their interests in one or more skill sets in the field. A willingness to learn, good attendance, and a positive attitude are necessary for success. This program serves as an entry level to many post-secondary education and employment opportunities for marine repair facilities, boat yards, boat builders, and yacht services.

Masonry
Fireplaces, barbecue pits, steps, planters, and columns for lighting applications are only a few of the projects students undertake in this program. Design and layout of projects using brick, block, dry stone (wall construction), decorative precast concrete, and repair of existing masonry structures are all skills students acquire.

Music
In this two-year program, students learn how to interpret and perform many contemporary musical styles from rock to R&B, pop to jazz, and funk. There are three aspects of the program: performing, music theory, and recording studio. Students perform four times a year, with one evening rock show off campus.

New Media
Our world is moving faster every day and media production for the Web or TV is a powerful force within it. From Adobe Photoshop and Flash to Panasonic and Sony, the New Media program introduces students to the basics that all new media producers need. Students are prepared for career or college with an individualized curriculum designed by our staff. Every student masters the basics of graphic design, project design and management, shooting and editing video, and Adobe PhotoShop.

Plumbing and HVAC
This two-year program provides instruction in all phases of repair, maintenance, and installation of plumbing and heating equipment. One year of the program is spent in the plumbing lab learning to work with pipes, joints, traps, fixtures, tanks, and pumps. In the other year, students study three types of oil heating systems: warm air, steam, and hot water. Students are involved in the practice of installation, maintenance, and adjustment of equipment, as well as the wiring of electrical components of oil burners, including troubleshooting, testing, and adjusting.

Welding Technology/Blacksmithing Basics
In this course, many performance tests are administered with a focus on welding with 6010 – 6011 – 6013 – 7018 – 7024 electrodes in the Shielded Metal Arc (SMAW) welding process culminating in the D1.1 structural steel limited plate test. Metal Inert Gas Welding (MIG) and Flux Cored Arc Welding (FCAW) are taught with certification offered in both first and second year curriculums. Pipe fitting and pipe welding on Schedule 40 6” pipe in the 2G – 5G – 6G positions are practiced in the second year.

Woodworking
Woodworking is a supported program in which students learn about tool safety, tools, joinery, turning, fasteners, abrasives, finishes, and computerized CNC routing. Students make individual, group, and class projects from a variety of woods. Students are exposed to community service, artistic techniques, manufacturing, and custom craftsmanship through field trips and shop projects. Students can move onto one, two, or four-year post-secondary opportunities and have many career options.

WRVC PROGRAM DESCRIPTIONS

Business

The Business program is designed to provide students with the fundamental business, communication, and technology skills valued in the workplace and in post-secondary educational programs related to business–like Accounting, Business Management, International Business, Human Resource Management, and Entrepreneurship. Students who take the business classes develop a broad understanding of business organizations and obtain subject-specific knowledge in accounting, management, entrepreneurship, and business communication.

Commercial Driver's License

Commercial Driver's License is a two-year program. Students who complete this program in the first year are eligible to earn a Class B driver's endorsement on their license at the end of year one. A Class A driver's license endorsement can be obtained at the end of the second year upon successful completion of the curriculum and state Class A driver's examination. This program follows the state of Maine-devised curriculum for Commercial Truck Driving examination completion. Additionally, the Commercial Driving program provides a connection between wanting to work as a Class A or Class B driver and actually having a driving job upon the end of the course. A number of local companies will take applications from CDL students at the beginning of the year. Eligible students can have a job as a professional driver waiting for them at the end of the school year.

Computer Repair and Networking

WRVC is proud to offer motivated students the opportunity to develop skills in the challenging and rewarding field of information and computer technology. Upgrade and repair computers or create your own network in our Cisco-certified Networking Academy.

Criminal Justice

Criminal Justice is an exciting and fast-paced year-long course, providing students a host of hands-on and classroom experiences. The goal is to give the student a good foundation to begin a career in Law Enforcement.

Electricity

This program is designed to provide entry-level skills into the electrical field. Students learn to install wiring systems from blueprints and according to the National Electrical Code. They also learn to wire residential and commercial projects.

EMT-B

This course is for juniors and seniors who want to serve their community in a fast growing medical field.

Firefighting
Upon successful completion of this program students are qualified to test for and receive their nationally recognized Fire Fighter I & II certification. Students are also introduced to the philosophy of a paramilitary career choice and learn the importance of staying fit, both mentally and physically. Maturity and responsibility are two words that are heavily stressed in this program.

Heavy Equipment Operation
Heavy Equipment Construction Operation (HECO) covers basic construction safety, introduction to site and road layout, identification of heavy equipment, preventative maintenance and proper operation of heavy equipment. Basic operator skill development is performed on excavation simulators. Additionally, students learn basic skid steer, dozer, front end loader, and excavator operation and can obtain a certificate in forklift operation and the 10-hour OSHA safety certificate.

Social Services
Social Service is a one-year program designed to provide students with the skills and experience necessary to obtain employment in the social services field. Using a highly interactive curriculum, students learn information and strategies critical to providing direct care to children and adults with developmental and intellectual disabilities. They apply those strategies via classroom activities and hands-on experiences with individuals receiving services through Woodfords Family Services in Westbrook. All students gain the following certifications: First Aid/CPR through the American Heart Association, the 35 hour Behavioral Health Professional (for work with children) and the 45-hour Direct Support Professional (for work with adults). Students shadow direct-care professionals at Woodfords and work with Woodfords Program Supervisors in the spring to plan and host an activity night for both children and adult clients. Upon completion of this program, students are granted a job interview with Woodfords Family Services.

AVAILABLE COURSES 2021-2022

ALTERNATIVE PATHWAYS
College Study Program
Foreign Exchange Program
Freshman Academy
Independent Study
Online/Distance Learning Ed.
Other Credit-Awarding Institutions/Programs
PATHS
Student Driven Learning
Work Study
WRVC

VISUAL ARTS
Celebrating Diversity Through the Arts
Yearbook
Art Fundamentals
Drawing & Painting
Art Studio
Ceramics I
Ceramics II, III, IV
Sculpture
Photography I
Photography II

MUSIC
Concert Choir
Guitar
Music Technology
Symphonic Band
Wind Ensemble
Jazz Improvisation
Percussion Studies
Music Theory I
Music Theory II
AP Music Theory

THEATRE
Dance I
Dance II
Public Speaking
Theatre Basics
Technical Theatre I, II
Advanced Theatre Workshop

INDUSTRIAL TECHNOLOGY
Technology I
Technology II
Woodworking I
Woodworking II
Architectural Drafting I
Architectural Drafting II

COMPUTER TECHNOLOGY
Digital Design I
Digital Design II
Keyboarding & Word Processing
Personal Finance
Video Production I
Video Production II
Introduction to Computer Programming
Computer Science Principles
AP Computer Science A

ENGLISH
CP Freshman English
H Freshman English
CP Sophomore English
H Sophomore English
CP Junior English
H Junior English
AP English Language & Composition
English Composition
Film & Media Studies
Monsters & Madness
AP English Literature & Composition

HEALTH & PHYSICAL EDUCATION
Health I
Health Forum
Psychology of Growth & Development
Physical Education I
Physical Education II
Physical Education Adventure

MATHEMATICS
Algebra I
CP Geometry
H Geometry
CP Algebra II
H Algebra II
Functions, Statistics & Trigonometry
Statistics
AP Statistics
Quantitative Reasoning
CP Precalculus
H Precalculus
AP Calculus AB
AP Calculus BC
Computer Science Principles
AP Computer Science A

SCIENCE & ENGINEERING
Physical Science
CP Physics
H Physics
Chemical Science
CP Chemistry
H Chemistry
Biological Science
CP Biology
H Biology
AP Biology
AP Chemistry
AP Environmental Science
AP Physics C: Mechanics
Environmental Science & Economics
Marine, Earth & Space Science
Vex Robotics

SOCIAL STUDIES
CP World History I
H World History I
CP World History II
H World History II
CP U.S. History
H U.S. History
AP U.S. History

CP Government
H Government
AP U.S. Government & Politics
AP Macroeconomics
Art & Culture
Contemporary World Issues
Economics & Investing
Environmental Science & Economics
Holocaust Studies: Facing Ourselves Before We Face the Nazis
Maine Maritime History
Philosophy & Thought

WORLD LANGUAGES

French I
Foundations for French
French II
French III
French IV
French V
French VI
AP French VI
Spanish I
Foundations for Spanish
Spanish II
Spanish III
Spanish IV
Spanish IV Pre-AP
Spanish V
AP Spanish V

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