

Gardiner Area High School

Mission Statement

The Gardiner Area High School community believes that education enriches people's lives. We promote personal improvement and excellence in academics, the arts, athletics, and extracurricular activities in a safe and respectful environment.

T - This
I - Institution
G - Guarantees
E - Educational Opportunities
R - Regardless of
S - Student

Our programs and services assist students in becoming lifelong learners, ethical and responsible citizens, and productive workers. Students are encouraged to be unique individuals, rise to their potential, think critically and independently, adapt to new situations, make responsible choices, and show respect for all.

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Principal's Message – Chad Kempton

Gardiner Area High School has developed a mission statement that states: "This Institution Guarantees Educational Opportunities Regardless of Student" (TIGERS). Using this statement and the Guiding Principles of the Maine Learning Results, the goal of our staff is that our students learn, develop, and grow to be clear and effective communicators, self-directed learners, creative and practical problem-solvers, responsible and involved citizens, integrative and informed thinkers, and collaborative and quality workers as a result of their four-year high school experience.

This Program of Studies booklet is a comprehensive selection of course offerings designed to meet the needs and interests of GAHS students. We encourage every student to become an active participant in his or her own education and use their high school experience to prepare for a post-secondary education, service in the military, or joining the workforce. A first step in achieving this is to make informed and appropriate course selections with the help of parents, school counselors, advisors, teachers, and administrators. We encourage all of our students to challenge themselves and to do their best as they progress through high school.

Department Chairs:

English	Ms. Rie Kittredge
Science	Ms. Mary Whitten
Math	Mr. Michael Gray
Social Studies	Mrs. Amber Dostie
World Languages	Ms. Katie Collins
Wellness & Health	Ms. Laurie Leavitt
Career Education	Mr. Chad Kempton
Visual & Performing Arts	Mr. David Walker
Special Education	Mrs. Maureen Cloutier

Message from your School Counseling Department

The school counseling staff consists of two school counselors who serve the student population. School Counselors' caseloads for 2020-2021 are as follows:

<u>School Counselor</u>	<u>Student Assignments</u>
Mrs. Rachael Pelton	All students A - K
Mrs. Susan Folsom	All students L - Z

We invite parents/guardians to actively participate in the education of their child with us to assure that all of our students receive the best possible education and support services while at Gardiner Area High School. Please contact us via phone call, email, or in-person meeting if you have questions, concerns, feedback, or need our assistance regarding your child's experience at Gardiner Area High School. The school counseling staff is here to assist you and help ensure your child has a positive and successful high school experience.

Introduction

Students should give careful consideration to their school record, as well as to their abilities and interests when planning for the future. Individual goals should be set and plans made for achieving them. School counselors and staff are ready to help parents/guardians and students with this process. Careful selection of courses, supported by good study habits, will enable students to make the most of their high school experience and provide a foundation for success when they move on to their post-secondary education/training and employment.

Students planning to pursue a post-secondary education are urged to take full advantage of our college preparatory program to meet admission requirements. Students planning to work or seek technical training are urged to design a program that takes advantage of the vocational opportunities at the Capital Area Technical Center.

Registration Procedure

The procedure for registration is as follows:

1. Students will have online access to the Program of Studies in their advisory groups.
2. Students will sign up for classes in their advisory groups. A course registration worksheet will need to be signed by a parent/guardian. This is to ensure parent/guardian approval.
3. Courses that are grouped according to ability or are sequential in nature will be reviewed by the appropriate department chair to help ensure placements are appropriate.
4. **Students are expected to make schedule changes during the summer.** The school counseling office will be open the week after school is dismissed and on Tuesdays during the summer. The school counseling office will open full-time two weeks prior to the start of the 2020-2021 school year. Students/parents should call ahead to schedule an appointment at 582-3150. Rachael Pelton's (A-K) extension number is 3014 and Susan Folsom's (L-Z) extension number is 3015.

Changes to students' schedules will be made for the following reasons.

- ❑ Strengthening of a program by adding a subject.
- ❑ Assignment to a teacher with whom the student previously failed the class.
- ❑ Recommendation of an IEP or a staffing.
- ❑ Teacher recommendation for one of the following reasons:
 - A student's ability level is inconsistent with the ability level of the class.
 - Student climate is being adversely affected.

Graduation Requirements

- **ALL** students must successfully complete a total of 22 credits and meet the required content standards outlined in the Maine Learning Results document. To be considered full-time, a student must be enrolled in a minimum of five full-time courses, or the equivalent, during both school semesters.
- Of the 22 credits required for graduation, **the following courses** must be successfully completed. This will ensure that students successfully demonstrate the achievement and understanding of the Maine Learning Results and Common Core Standards as required by the State of Maine.

4 credits of English

3 credits of Science: (Investigating Science, Biology, ½ credit in Chemistry-grade 11, ½ credit in Physics-grade 12)**

3 credits of Math: (Algebra I, Algebra II, Geometry)

3 credits of Social Studies: (World Cultures, U.S. History, American Studies)

1 credit of Wellness

1 credit of Visual and Performing Arts

½ credit of Health

1 credit of Career Preparation

**** Students who take AP Biology, Lab Chemistry, AP Chemistry, and/or Lab Physics will need to successfully complete both Part I & Part II of the course(s) in order to meet the graduation requirement.**

The following courses may be taken for Visual and Performing Arts credit:

Full-Year Courses:

1501 – Concert Band
1502 – Mixed Chorus

Semester Courses:

1097 – Theater Arts I
1098 – Theater Arts II
1540 – 2D Art I
1541 – 2D Art II
1542 – 3D Art I
1550 – Intro to Art
1565 - Self-Directed Studio Art
1570 – Video Production I
1571 – Video Production II
1574 – Broadcast Journalism I
1575 – Broadcast Journalism II

New Graduation Requirements starting with the Class of 2021 (under MRS 4722-A)

School Year	Graduating class of:	Students will be held accountable to be proficient in:
2017/18	2020/21	Guiding Principles and four content areas: Math, ELA, Social Studies, Science
2018/19	2021/22	Guiding Principles and original four content areas (Math, ELA, Social Studies, Science) plus one content area of student's choice
2019/20	2022/23	Guiding Principles and original four content areas (Math, ELA, Social Studies, Science) plus two content areas of student's choice
2020/21	2023/24	All eight content areas and the Guiding Principles

- As shown in the chart above, starting with the graduating class of 2021, students will be required to demonstrate they have met or exceeded the learning expectations specified in the Guiding Principles, and four of the eight Maine Learning Results content areas: English (Common Core), Mathematics (Common Core), Science, Social Studies, World Languages, Health and Physical Education, Visual and Performing Arts, and Career and Education Development.
- Starting with the graduating class of 2022, students will be required to demonstrate they have met or exceeded the learning expectations specified in the Guiding Principles, and four of the eight Maine Learning Results content areas: English (Common Core), Mathematics (Common Core), Science, Social Studies, and one content area of their choice (World Languages, Health and Physical Education, Visual and Performing Arts, and Career and Education Development).
- Starting with the graduating class of 2023, students will be required to demonstrate they have met or exceeded the learning expectations specified in the Guiding Principles, four of the eight Maine Learning Results content areas: English (Common Core), Mathematics (Common Core), Science, Social Studies, and two content areas of their choice (World Languages, Health and Physical Education, Visual and Performing Arts, and Career and Education Development).
- Starting with the graduating class of 2024, students will be required to demonstrate they have met or exceeded the

learning expectations specified in the Guiding Principles, and the eight Maine Learning Results content areas: English (Common Core), Mathematics (Common Core), Science, Social Studies, World Languages, Health and Physical Education, Visual and Performing Arts, and Career and Education Development.

- Each content area will have four to eight standards to measure student performance.
- The Guiding Principles are made up of five cross-content standards that include:
 - Clear and effective communicator
 - Self-directed and lifelong learner
 - Creative and practical problem solver
 - Responsible and involved citizen
 - Integrative and informed thinker
- Students must “engage in educational experiences relating to English, Mathematics, and Science/Technology in each year of the student’s secondary schooling.”
- “Proficiency” will be determined by the School Administrative Unit (the scale and reporting process need to illustrate proficiency on each standard assessed in each course).
- Students will be provided multiple pathways to gain proficiency of the standards required for earning a diploma. This may include, but is not limited to revisions to original work, demonstrations of knowledge and skills, and secondary course work (ex: online, adult education, designated electives, and standards recovery).
- The goals and objectives of a student’s Individualized Education Plan (IEP) will be used to guide how a student approaches the standards. However, to be awarded a diploma in the state of Maine, while the content standards can be accommodated as per a student’s disability, the student must meet all of the required grade-level standards.

Community Service: A minimum of 60 hours is required. This is prorated to 15 hours per year of attendance for students who transfer to Gardiner Area High School.

Educational Goals

In today’s competitive world, it is highly recommended that students attain some form of post-secondary education or training. Students who plan to pursue a four-year college degree should strive for honor roll status grades in our most rigorous courses offered. These courses include Advanced Placement and Honors sections, lab sciences, mathematics courses including Advanced Math, Statistics, Advanced Placement Statistics, Trigonometry, Pre-Calculus, Calculus, and a minimum of two years of the same world language. Students are encouraged to explore the various program offerings at Capital Area Technical Center as well.

Independent Studies with individual teachers may be arranged for credit through a willing faculty member. See your school counselor for details.

Head Start on Higher Education

There are opportunities to begin college coursework and earn college credits while still in high school. **Advanced Placement (AP)** courses prepare high school students to take the College Board’s Advanced Placement exams. A qualifying score on an AP exam may enable a student to waive introductory or elective college courses and earn credit at the college level. Courses include:

AP English Language (Seniors)
AP English Literature (Juniors)
AP Calculus AB
AP United States History (Distance Learning)
AP Biology
AP Chemistry
AP French (Distance Learning)
AP Spanish (Distance Learning)
AP Statistics

High School Aspirations Program - High school students meeting certain criteria may take courses at area colleges or the University of Maine system at a reduced tuition rate. See your school counselor for details.

High School Dual Enrollment Program - High school juniors and seniors meeting certain criteria may take courses at GAHS that count toward both high school graduation requirements and college credits. GAHS has established a dual enrollment relationship with Thomas College, University of Maine at Augusta, University of Maine at Fort Kent, and Kennebec Valley Community College. See your school counselor for details.

Policy for Weighted Grades – A weighted grading system was adopted by MSAD#11 on December 7, 2006. The courses included in this policy are as follows:

- ❑ Advanced Placement (AP) Courses and fourth year World Languages...(+6 points)
- ❑ All Honors Level Courses, Lab Sciences, Advanced Level Math Courses (Pre-Calculus, Statistics, Trigonometry, and Advanced Math) and 3rd year courses in World Languages...(+3 points)

Course Offerings

A. English Department

The GAHS English program is organized around the Maine Learning Results and national Common Core standards. This means students will be assessed in five categories: Writing, Reading (Literature and Informational Texts), Language, and Listening & Speaking. As part of their learning programs, students will read a mix of classroom books and self-selected titles.

1001A - Freshman English Part I

Duration: Semester

Credit: ½

This college-bound ninth grade English course uses the power standards Writing, Language, Reading Literature and Informational Texts, and Listening and Speaking. The course begins with the thematic idea of the “journey of self.” It then continues with the study of classic and contemporary short stories, (including informational texts and research in connection with fiction), self-selected reading and response (SSRR), SAT vocabulary units, and a poetry unit that incorporates a national poetry recitation contest (Poetry Out Loud). Students write in response to the readings. The course culminates in a final examination.

Each grade 9 student is encouraged to read a book of his/her choice during the summer.

1001B - Freshman English Part II

Duration: Semester

Credit: ½

Semester two continues to concentrate on a study of the five power standards. The Elizabethan world and *Romeo and Juliet* are the focus for several weeks. Students read *Out of Nowhere*, a novel by Maine author Maria Padian, and complete a major research paper. Students write in response to the readings and continue with SSRR, SAT mini units, grammar mini-lessons, and readings. The course culminates in a final examination.

1003A - Freshman English Honors Part I

Duration: Semester

Credit: ½

The first semester of this course incorporates the five English power standards: Writing, Language, Listening and Speaking, Reading Literature, and Reading Informational Text. Sustained Silent Reading and Response (SSRR) of self-selected works will be accompanied by an extensive Short Story Unit featuring pieces by many noted classic and contemporary authors (Poe, Vonnegut, LeGuin, et al). Figurative language will be a focus throughout the semester, as will independent vocabulary study, prompted writing tasks (paragraph responses and essays), SAT Questions of the Day, and a poetry unit that incorporates a national poetry recitation contest (Poetry Out Loud).

Honors-level students will complete a reading and writing assignment during the summer. This Honors-level work is due on Freshman Orientation Day in the fall.

1003B - Freshman English Honors Part II

Duration: Semester

Credit: ½

During this second semester students will build on established skills and maintain SSRR, vocabulary study, and SAT Questions of the Day, while incorporating classic works of literature such as *Romeo & Juliet*, *Great Expectations*, and *A Separate Peace* with contemporary works such as *The Secret Life of Bees* and *Never Fall Down*. Students will immerse themselves in content as varied as Elizabethan projects, sonnet writing, spoken word poetry, and literary memoir. Consistent experiences with formal research will be part of this semester as well.

10011A - Freshman Writing Lab Part I

Duration: Semester

Credit: ¼

10011B - Freshman Writing Lab Part II

Duration: Semester

Credit: ¼

This course is intended to serve as writing support for 9th grade students who are referred by their 8th grade teachers. (Students may also self-refer, or a parent may refer the student, both through the Guidance Office.) Students will practice the fundamentals of good writing in a small class setting so the Writing Lab teacher can work individually with students. In addition, Writing Lab teachers will assist with writing-related assignments for any of the student's classes (English, Science, Social Studies, etc.). This class meets during the first half of a regular class period with the second half being a study hall.

1021A - Sophomore English Part I

Duration: Semester

Credit: ½

Semester one will study all five English standards: Writing, Listening and Speaking, Reading Informational Text, Reading Literature, and Language. *Of Mice and Men*, *Anthem*, and *Antigone* will be the major texts in this learning. Sustained silent reading in self-selected books (SSRR) balances the classroom required readings. Students will also study vocabulary and participate in a poetry unit that incorporates a national poetry recitation contest (Poetry Out Loud). Major themes in both informational and literary readings will be an individual's relationship to justice, society, and power. Determining

author's purpose will also be a focus. Students will write in response to the readings and also to SAT preparation questions. **Summer work: It is expected that all grade 10 students read during the summer.**

1021B - Sophomore English Part II

Duration: Semester

Credit: ½

Semester two will continue the study of all of the English standards. Major texts will be *Facing the Lion* and *Macbeth*. Sustained silent reading and response (SSRR) balances the classroom required readings. Students will continue vocabulary study. They will also continue the study of themes from semester one in readings from both literature and informational texts as they concentrate on author's purpose. Students will also focus on research.

1025A - Sophomore English Honors Part I

Duration: Semester

Credit: ½

Honors-level sophomores will be expected to complete a reading and writing assignment during the summer. Students will compare a book to its movie version and read *Of Mice and Men*. This will be due in the main office no later than noon on August 22.

Honors Sophomore English is designed to practice critical reading, thinking, and writing in order to prepare students to be successful in taking AP English junior and senior years. Semester one will study all five English standards: Writing, Listening and Speaking, Reading Informational text, Reading Literature, and Language. *Of Mice and Men*, *Anthem*, *Antigone*, and *Oliver Twist* will be the major texts in this learning. Sustained silent reading (SSRR) in self-selected books balances the classroom required readings. Students will also study satire, vocabulary and participate in a national poetry recitation contest (Poetry Out Loud). Major themes in both informational and literary readings will be an individual's relationship to justice, society, and power. Students will write in response to the readings and also to SAT preparation questions.

1025B - Sophomore English Honors Part II

Duration: Semester

Credit: ½

Semester two will continue the study of all of the English standards. Major texts will be *Macbeth* and *Much Ado About Nothing* and the King James Bible continuing to prepare students for AP English. A focused project that has each student reading three works by a major American author self-selected from a teacher-provided list balances the classroom required readings. Students will continue vocabulary study. They will also continue the study of themes from semester one in readings from both literature and informational texts as they concentrate on author's purpose and style. Students will also focus on research.

Junior English

1030A - American Literature Part I

Duration: Semester

Credit: ½

1030B - American Literature Part II

Duration: Semester

Credit: ½

The purpose of American Literature is to coordinate history and literature as they develop from 1600 to the contemporary era. Genres such as the essay, short story, poetry, drama, and novel will be studied to improve students' comprehension and analytical skills. Also included will be the development of research techniques, self-selected reading (SSRR), and preparation for the SAT and state testing. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Additionally, communication skills of expository writing and oral presentations will be reinforced. **It is expected that over the summer all grade 11 students read a self-selected book.**

***1048A - Advanced Placement
Literature and Composition Part I**

Duration: Semester

Credit: ½

***1048B - Advanced Placement
Literature and Composition Part II**

Duration: Semester

Credit: ½

AP English in Literature and Composition is a challenging course that will engage students in actively reading, openly discussing, and critically writing about works of literature. The students will be reading poems, plays, prose, and novels written from the Classical Greek Period into the 21st century. Our goal is for students to be able to understand, analyze, and write about a handful of lengthy works in depth.

The purpose of this course is to prepare students to read major texts at a deeper level than plot. Students will continually be challenged to support their generalizations/views/beliefs with examples. Examples may at times include personal experience, but our focus will be on using specific textual references to support arguments. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Students will be encouraged to take the AP examination.

***Because we are reversing the order of the two Advanced Placement English classes to better align our AP offerings with the SAT state assessment, this class will NOT be offered during the 2019-2020 school year. All juniors and seniors are welcome to take Advanced Placement Language and Composition listed below.**

**10370A - Advanced Placement
Language and Composition Part I**

Duration: Semester

Credit: ½

**10370B - Advanced Placement
Language and Composition Part II**

Duration: Semester

Credit: ½

This course in rhetoric, style, and argument is designed to develop critical thinking, reading, and writing skills, and mirrors college-level introductory composition. The emphasis is on nonfiction works (e.g. memoir, autobiography, diary, criticism, essay, journals) and students' writings and oral presentations will focus on nonfiction modes as well (e.g. a personal essay, expository essays, journal writing, rhetorical analysis, argument papers, synthesis essays, and blog commentary). This seminar style course is designed for students with a strong, independent work ethic and a commitment to creative and divergent thinking. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Students will be encouraged to take the AP examination. **This course is offered as a dual enrollment opportunity through Thomas College. If you take the AP Language and Composition for college credit as a junior, you will not be able to earn college credit for EH111 and EH112 your senior year.**

All AP students will be expected to complete reading and writing assignments during the summer. Students enrolled in the class will be provided with a summer assignment packet prior to summer vacation. The first AP assignment will be due in the main office no later than July 17 by noon; the second will be due at the first class meeting.

Senior English

1045A - Applied Communications Part I

Duration: Semester

Credit: ½

1045B - Applied Communications Part II

Prerequisite 1045A-Applied Comm Pt I

Duration: Semester

Credit: ½

Applied Communications is designed to serve the student who plans to attend a community college, enter the military, or seek employment. This course will deal with "real life" situations, which teach career skills and place a strong emphasis on application in the workplace. The course will concentrate on technical skills presented with the use of communication modules including videotaped presentations and laboratory activities. A strong emphasis will be placed upon individual

and group activities. Writing will include expository writing, letter writing, resumes, and other business-related communications. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Reading will also be emphasized.

10471A - EH111

Duration: Semester

Credit: ½

The first semester will focus on a balance of personal reading and assigned informational texts, plus a unit supporting students in the college application process (including their college essay). Non-fiction texts will focus on current issues. Small group and full-class discussions will be a major part of the class as students discern where they stand on controversial issues of the day. Multi-page, processed writings will follow these readings. Students will develop their writing and language skills especially in the area of integrating informational text material into their own work. By the end of the semester students will be able to write an effective and logical argument/persuasion essay. Conferences with the teacher will help in this skill-building. During the semester, students will also be assessed in vocabulary development and in oral presentations, including participation in a national recitation contest: Poetry Out Loud. Self-selected reading (SSRR) balances the work in reading informational texts. **This course is offered as a dual enrollment opportunity through Thomas College.**

10471B - EH112

Duration: Semester

Credit: ½

Prerequisite: EH111

The second semester will build upon the writing, language, reading, and speaking skills of semester one, but will focus on the opportunity for personal growth and insight into social problems as revealed through literature. Students will read and discuss a selection of short stories, plays, poems and novels. The semester will begin with a look at the stories of indigenous people, specifically Maine's Wabanaki culture nation. Students will then continue to look at "story" in multiple ways. Personal reading (SSRR) will continue, balancing the class-assigned texts. Vocabulary development will also be an ongoing element. **This course is offered as a dual enrollment opportunity through Thomas College.**

10370A - Advanced Placement

Language and Composition Part I

Duration: Semester

Credit: ½

10370B - Advanced Placement

Language and Composition Part II

Duration: Semester

Credit: ½

This course in rhetoric, style, and argument is designed to develop critical thinking, reading, and writing skills, and mirrors college-level introductory composition. The emphasis is on nonfiction works (e.g. memoir, autobiography, diary, criticism, essay, journals) and students' writings and oral presentations will focus on nonfiction modes as well (e.g. a personal essay, expository essays, journal writing, rhetorical analysis, argument papers, synthesis essays, and blog commentary). This seminar style course is designed for students with a strong, independent work ethic and a commitment to creative and divergent thinking. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Students will be encouraged to take the AP examination. **This course is offered as a dual enrollment opportunity through Thomas College.**

All AP students will be expected to complete reading and writing assignments during the summer. Students enrolled in the class will be provided with a summer assignment packet prior to summer vacation. The first AP assignment will be due in the main office no later than July 17 by noon; the second will be due at the first class meeting.

In addition, interested, motivated students may register for an English class at several area colleges. See your School Counselor for details.

English Electives

1088 - An Introduction to Philosophy and Critical Thinking

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

Students will read and discuss the work of some of the classical Western thinkers from the era of ancient Greece to the Twentieth Century. They will pay special attention to the problems of Knowledge and Science, Ethics and Justice, and Freedom and Government. If time allows, we will consider some of the major Eastern thinkers as well. This course is open to all serious and interested sophomores, juniors and seniors.

1097 - Theater Arts I

Duration: Semester

Credit: ½

All Students

This interactive course is designed to acquaint students with a basic understanding of theater arts. Students will be expected to perform in front of others and will be exposed to the vocabulary of the theatre, acting and directing techniques, movement, speech, lighting, sound, costuming, makeup, set design, and auditioning techniques. Students who possess a strong interest in theatrical performance and production are encouraged to register.

1098 - Theater Arts II

Duration: Semester

Credit: ½

Prerequisite: Theater Arts I

This course will be focused on playwriting, directing, acting, and performing. Students will learn how to construct monologues, dialogues, outlines, as well as how to develop characters. During the course, each student will write an original short scene and an original short play. The class will be responsible for casting, directing, staging, acting, and performing these pieces in front of a live audience. Students who are serious about a more academic, yet hands-on approach to theatre should select this course.

1089 - Voice and Public Speaking

Duration: Semester

Credit: ½

All Students

If you are uncomfortable standing up in front of a group of people and speaking, you are not alone. If you want to do something about your insecurities, this course is designed to give you the skills necessary to become an effective public speaker, and to provide you with an opportunity to earn money by putting your newfound skills to work in various speaking contests. Wow your peers by learning techniques that make public speaking easier and less stressful. You will be required to research potential topics, and craft and deliver a number of speeches. Students who are planning on attending college, or working with people, will benefit from taking this course.

1092 - Creative Writing

Duration: Semester

Credit: ½

All Students

This course is intended for students who have a passion for writing. It is vital that students who sign up for this course be prepared to share their work, to listen to constructive criticism, and to critique other people's writings. Each class period will be divided into a writing workshop and a sharing session. Students will create portfolios, which will include short stories, poetry, nonfiction, and a one-act play.

1086A - Shakespeare!

Duration: Semester

Credit: ½

All Students

Want to experience more of Shakespeare's plays, including his comedies? Through the semester we will primarily focus on understanding four of Shakespeare's plays, but we will also learn more about the playwright's life and times, watch and compare different film versions of his plays, and, on even years, we will participate in the English department's Literary Festival. Since most of the work will take place in class, attendance and participation are essential components of the course.

1085 - Film Studies I

Duration: Semester

Credit: ½

All Students

This course will make direct links between film and literary study. Students will explore both classic original films (including such black and white masterpieces as *Citizen Kane* and *High Noon*), as well as films adapted from literature (i.e., *One Flew Over the Cuckoo's Nest*, *The Shawshank Redemption*, *Harold and Maude*). The course will cover basic elements of film production, going behind the scenes to study such aspects as camera angles, the use of special effects, and the editing process. Topics that might be explored include the history of animation, comedies, modern drama, suspense films, the western documentaries, movie posters, film reviews, and many more. Students should possess an open, analytical mind, curiosity, strong writing skills, and a passion for movies.

10850 - Film Studies II

Duration: Semester

Credit: ½

Prerequisite: Film Studies I

For true film buffs only, this continuation of Film Studies I focuses more on classic films of the mid-20th century. Interested students must not be intimidated by black and white movies because we shall study several (likely including *Birth of a Nation*, *Casablanca*, *It's a Wonderful Life*). We will look at the evolution of movie making and study its history. Participants will become acquainted with some of the legends of Hollywood's Golden Age, as well as research their unique stories. Genres not typically covered in Film Studies I will be highlighted in this companion course, so anyone who signs up for the class could expect to view a foreign film, some science fiction, a **little** film noir, and perhaps a classic Western. Students are asked to come to class with a love for and **curiosity** about "old school" movies, as well as cutting edge, independent films, frequent reading and research assignments, sprinkled with independent film-related projects, which will accompany our viewing sessions. Join us as we delve into films that movie historians agree continue to stand the test of time.

1078 - The Holocaust & Civil Rights: A Fine Arts Perspective

Duration: Semester

Credit: ½

All Students

This English elective is designed to explore both the Holocaust and Civil Rights through a variety of literature and media, including art, music, and film. The first nine weeks will be devoted to studying the humanity behind the inhumanity of the Holocaust, while the second nine weeks will focus on topics related to the Civil Rights Movement as well as contemporary issues of intolerance. This course is open to all students who have an interest in the subject matter and a desire to learn more about it.

1077 - Reading for FUN

Duration: Semester

Credit: ½

All Students

Have you ever looked at a book and thought or said, "I wish I had time to read that!" Well, the purpose of this class is to let you read and to give you credit for your reading. The focus is on YOU as a reader. During the semester, you will choose and read books that you want to read. Though we will talk about strategies for picking good books and things to think about while reading, **much of your time will be spent READING!** You will be responsible for recording what

you have read. You are also responsible for demonstrating that you understood your novel, play, poems – whatever it is that you choose to read. This demonstration does not need to be in writing. You choose the books, you choose the form of demonstrating comprehension, and you get the time to read – life doesn't get much better than this!

11900 - On the Kennebec

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

A little over 100 years ago Gardiner was one of the wealthiest towns in Maine and had the largest convention center in the state: the Coliseum, seating 2,500 people. This building sat right where the Hannaford parking lot is today. Gardiner's ice from the Kennebec went all the way to India and South America. The lumber industry sent its logs down river right through Gardiner, with men walking across the river on logs as they kept things moving. And, incredibly, 26 trains (both passenger and freight) passed through Gardiner on any given day.

Would you like to be in a class that looks at local history like this? In this new course you'll look at old photographs and maps like a "history detective," to gain insight on Gardiner as she used to be. We'll have speakers talk to us about the ice, lumber, and shipping industries among others, we'll visit the Archives at Gardiner Public Library and maybe the Maine State Library, and we hope to visit museums and living history centers to get the full experience of Gardiner in her glory days. You may even have some stories and photos in your own family that you could bring to share!

Exploring the Graphic Novel

Duration: Semester

Credit: ½

Are you a graphic novel fan? In this course, you will study graphic novels as a form of literature. We will read about characters who develop within topics related to gender, race, justice, heroism, and culture. We will have classroom discussions, projects, sustained silent reading, and creative writing. We will read and discuss award-winning texts such as: *Maus*, *Persepolis*, and *V for Vendetta*.

1090A - Publishing Pro (Yearbook) Part I

Sophomores-Seniors

1090B - Publishing Pro (Yearbook) Part II

Duration: Semester

Credit: ½

Duration: Semester

Credit: ½

This course is for the student who wishes to incorporate advanced writing, computer skills, marketing, and art/photographic skills to create publications such as the yearbook. During this class, students will learn all aspects of publishing from initial design to technical layout and editing. Students will work within a hierarchical team integrating writing, layout design, photography, public relations, sales and general communication skills. Students will be responsible for creating and completing sections of the yearbook, managing multiple schedules, and following and giving directions. Skills attained in this course are transferable to the fields of journalism, graphic arts, photography, business administration and management. Due to publishing deadlines, occasional lab time will be required after school.

Self-nomination form is required. Due to Ms. Katie Collins by March 22, 2019.

99604 - Upward Bound

Credit: ½

Sophomores/Juniors/Seniors

Bowdoin College Upward Bound is a free college preparatory program designed to assist students from low-income families or from families where neither parent has a four-year degree. The program offers a rigorous and supportive six-week summer residential session at Bowdoin College as well as academic year support services. For more information visit: www.bowdoin.edu/upward-bound/ **Students are accepted into the program through a nomination/application process, which takes place in February into March of each year.**

B. Social Studies Department

World Cultures Part I

Duration: Semester

Credit: ½

Freshmen

This course will start with an introductory unit about geography, then students will learn about the geography, cultures, religious practices, and government structures of Oceania, Southeast Asia, East Asia, and the Middle East from both a historical and modern day view. This course will integrate and meet the Maine Learning Results through addressing information about people, places, regions, and environments relevant to this time period.

1101 - **World Cultures Part I – Essentials** (Enrollment will be by department chair approval or IEP recommendation only)

1102 - **World Cultures Part I**

1103 - **World Cultures Part I – Honors** (Summer assignment is required as part of this course and due by August 8, 2019 by 12:00noon)

World Cultures Part II

Duration: Semester

Credit: ½

Freshmen

Students in this course will learn about the geography, cultures, religious practices, and government structures of Africa, Europe/Russia, and Latin America from both a historical and modern day view. This course will integrate and meet the Maine Learning Results through addressing information about people, places, regions, and environments relevant to this time period.

1104 - **World Cultures Part II – Essentials** (Enrollment will be by department chair approval or IEP recommendation only.)

1105 - **World Cultures Part II**

1106 - **World Cultures Part II – Honors**

U.S. History Part I

Duration: Semester

Credit: ½

Sophomores

This course will focus on the history and culture of the time period from the American Revolution of the United States through the early presidents of the United States (1700's-1800's). Topics of study will include colonization, revolution, and basic human and natural rights. Students will understand the beginnings of global trade and how it connects people and places over time. This course will integrate and meet the Maine Learning Results through enabling students to develop historical knowledge of major events, people, and enduring themes of this time period.

1120 - **U.S. History Part I – Essentials** (Enrollment will be by department chair approval or IEP recommendation only.)

1121 - **U.S. History Part I**

1122 - **U.S. History Part I – Honors** (Summer assignment will be required as part of this course and due August 8, 2019 by 12:00 noon.)

U.S. History Part II

Duration: Semester

Credit: ½

Sophomores

This course will focus on the time period in the United States from expanding America (War of 1812, the Era of Good Feeling, and Jacksonian Democracy) through the Progressive Era (sources of, reforms, and limits), with a focus on the growth (land, government, pre-industrialism, trade, population) of the United States, and connect its growth to our current role in the world today. This course will integrate and meet the Maine Learning Results through enabling students to

develop historical knowledge of major events, people, and enduring themes of this time period.

1123 - **U.S. History Part II – Essentials** (Enrollment will be by department chair approval or IEP recommendation only.)

1124 - **U.S. History Part II**

1125 - **U.S. History Part II – Honors**

U.S. History Part III

Duration: Semester

Credit: ½

Juniors

This course will focus on the time period in United States history from imperialism (early 1900's) through the Cold War. Students will gain a better understanding of such topics as imperialistic conquests, world wars, and the formation of protective/trade alliances. This course will integrate the Maine Learning Results through enabling students to develop historical knowledge of major events, people, and enduring themes of this period. **The Honors Program is offered as a dual enrollment opportunity through Kennebec Valley Community College.**

11302A - **U.S. History III Essentials** (Enrollment will be by department chair approval or IEP recommendation only.)

11301A - **U.S. History III**

11303A - **U.S. History III Honors** (Summer assignments are required as part of this course and due by August 8, 2019 by 12:00 noon.)

U.S. History IV

Duration: Semester

Credit: ½

Juniors

This course will focus on the time period from the 1950's up through modern day. Students will gain a better understanding of such topics as: The Cold War and the Communist Scare, the Civil Rights Movement, modern American presidencies, and Middle Eastern conflicts. Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of authors and their credibility when interpreting current historical events. This course will integrate the Maine Learning Results through enabling students to develop historical knowledge of major events, people and enduring themes of this period.

11302B - **U.S. History IV – Essentials** (Enrollment will be by department chair approval or IEP recommendation only.)

11301B - **U.S. History IV**

11303B - **U.S. History IV Honors**

Social Studies Electives

1195 - Current Events

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

Civil War in Syria...President Trump in the White House...political unrest throughout the world. Did any of these headlines catch your attention? This course will focus on current issues and events in Maine, the United States, and around the world. Students will demonstrate an understanding of political, social, economic, and geographic issues that affect not only them, but the world at large. Students will be expected to stay up-to-date on current issues and events through regular readings and class discussions. This course will focus on current issues and events occurring in the United States and around the world.

1196 - Introduction to Psychology

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

This is a survey course designed to give students a basic understanding of psychology, the processes of the mind and human behaviors. Particular areas of study will be developed around student interest, practical applications, and relevance to everyday lives. This course is discussion and activity oriented to encourage students to question and further understand their own thought processes, behavior, and development.

-Juvenile Justice Psychology

Duration: Semester

Credit: ½

Prerequisite: Intro to Psychology or approval from instructor

Major topics/issues includes what may lead to possible risk and protective factors of being a juvenile. This course would also include the theories of delinquency, the history of the juvenile criminal system, and current trends and prevention efforts.

-Abnormal Psychology

Duration: Semester

Credit: ½

Prerequisite: Intro to Psychology or approval from instructor

This course examines the determinants, development, and indications of mental illness and contemporary treatment techniques. Topics might include schizophrenia, bipolar disorder, behavioral disorders, depression, autism, and anxiety related disorders.

1191 - Conspiracy Theory

Credit: ½

Sophomores/Juniors/Seniors

Conspiracy narratives have become one of America's most durable genres. Popular movies such as *The Matrix*, *The Da Vinci Code*, and *24* can attest to the general interest of the public. They have also become an important expression of social anxieties and desires, and an important way to understand the relationship between the individual and the modern state. In this course we will approach conspiracy narratives and the theories they embody. We will ask questions such as: What is the cultural and psychological work of this popular genre? What do conspiracy narratives accomplish? What do they explain about our own experience - especially of freedom, the exercise of power, and what counts as knowledge? Students who are interested in history are encouraged to sign up, however students who sign up for this class should keep in mind the controversial nature of such material.

C. Mathematics Department

In order to meet the Maine State Learning Results (Common Core) and fulfill requirements in mathematics at Gardiner Area High School, students must demonstrate competency in the standards outlined in the Maine Learning Results (Common Core). This can be done by the successful completion of the following courses: Algebra I, Algebra II, and Geometry. A variety of resources will be used in each of these courses to assist students in achieving a solid understanding of mathematics. **Note: Any students starting with Algebra I who intend to take AP Calculus AB will need to take both Geometry and Algebra II during their sophomore year.**

1212A - Algebra 1A Part I - Co-Taught

Duration: Semester

Credit: ½ (½ elective, ½ math)

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the student. This course is designed for the student who needs to build confidence in basic math skills and who needs to complete Algebra I over the course of two school years. The focus for this course is on building number sense and solving equations. The course will provide practice in fundamental math skills and introduce the student to new concepts basic to the study of algebra. Newly introduced concepts will include integers, variables, algebraic expressions, and simple equations.

1212B - Algebra 1A Part II - Co-Taught

Duration: Semester

Credit: $\frac{1}{2}$ ($\frac{1}{2}$ elective, $\frac{1}{2}$ math)

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the students. This course is designed for students who need to build confidence in basic math skills and who need to complete Algebra 1 over the course of two school years. The focus for this course is on building number sense and solving equations. The course will provide practice in fundamental math skills and introduce students to new concepts basic to the study of algebra. Newly introduced concepts will include graphing linear equations, writing linear equations, systems of linear equations, using percentages, and an introduction to probability. **This course should be followed up with Algebra 1B, which will finish covering all of the topics that are included in the Algebra 1 course.**

1213A - Algebra 1B Part I - Co-Taught Course

Duration: Semester

Credit: $\frac{1}{2}$ ($\frac{1}{2}$ elective, $\frac{1}{2}$ math)

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the student. This course is a continuation of Algebra 1A. The focus of this course will be to continue building upon the topics covered in Algebra 1A, and to introduce more involved Algebra 1 topics such as working with exponents, absolute values, polynomials, and inequalities.

1213B - Algebra 1B Part II - Co-Taught Course

Duration: Semester

Credit: $\frac{1}{2}$ ($\frac{1}{2}$ elective, $\frac{1}{2}$ math)

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the students. This course is a continuation of Algebra 1A. The focus of this course will be to continue building upon the topics covered in Algebra 1A, and to introduce more involved Algebra 1 topics such as working with factoring and an introduction to statistics.

1216 - Algebra I Part I

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Credit earned in Pre-Algebra or equivalent.

This college preparatory class integrates topics from a variety of resources. Topics include networking, algebraic formulas, graphing functions, and writing linear equations. A solid understanding of all basic math concepts is recommended for any student considering this course. Class activities help students build mathematical understanding as they explore problems. A TI-83 graphing calculator will be used in this course.

1217 - Algebra I Part II

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Completion of Algebra I Part I.

This college preparatory class integrates topics from a variety of resources. Topics include a rigorous investigation of linear algebra. Students will look at using linear equations to solve real life problems, solve systems of linear equations, graph linear inequalities, and take a look at nonlinear functions. A TI-83 graphing calculator will be used in this course.

1218 - Algebra I Part I Honors

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Successful completion of Pre-Algebra or equivalent and a passing grade in 8th grade math.

Recommended: A final average in Pre-Algebra (or equivalent) of 90 or above.

This course is designed for highly motivated students. The course includes a more intense and faster paced study of linear algebra than does the normal Algebra I program. This course will include networking, graphing functions, writing linear equations, and using linear algebra to solve real world problems. There will also be an introduction in solving linear inequalities. A graphing calculator is recommended for any student considering this course.

Honors-level students will complete an Algebra assignment during the summer. This Honors-level work is due on Freshman Orientation Day in the fall.

1219 - Algebra I Part II Honors

Duration: Semester

Credit $\frac{1}{2}$

Prerequisite: Completion of Algebra I Part I Honors.

This course is a continuation of Algebra I Part I Honors. The course includes a more intensive and faster paced study of linear versus nonlinear algebra. This course will include solving systems of linear equations, inequalities, and nonlinear algebra. It will be very helpful for students to have TI-83 graphing calculator for this course.

1237A - Algebra II - Co-Taught Course - Part I

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Completion of Algebra I.

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the student. This course reinforces and expands upon topics and concepts taught in Algebra I. Linear functions, linear programming, systems of equations, and rules for polynomials and graphing will be used as tools in problem solving. A solid understanding of linear algebra is necessary for success in this course. A scientific calculator is essential for daily work and students will find a graphing calculator to be very useful.

1237B - Algebra II - Co-Taught - Part II

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Completion of Algebra I.

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the student. This course reinforces and expands upon skills and concepts taught in Algebra I. Topics will include solving and graphing quadratic functions, operations with polynomial expressions, and complex numbers. A solid understanding of linear algebra is necessary for success in this course. A scientific calculator is essential for daily work and students will find a graphing calculator to be very useful.

1235A - Algebra II Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Algebra I.

This course reinforces and expands upon skills and concepts taught in Algebra I. Linear functions, linear programming, systems of equations, rules for polynomials and graphing will be used as tools in problem solving. A solid understanding of linear algebra is necessary for success in this course. A scientific calculator is essential for daily work and students will find a graphing calculator to be very useful.

1235B - Algebra II Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Algebra II Part I.

This course reinforces and expands upon skills and concepts taught in Algebra I. Topics will include solving and graphing quadratic functions, operations with polynomial expressions, and complex numbers. A solid understanding of linear algebra is necessary for success in this course. A scientific calculator is essential for daily work and students will find a graphing calculator to be very useful.

1236A - Algebra II Honors Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Algebra I and a passing grade on the Algebra I, part 2 final exam.

This course takes a rigorous look at functions, polynomials, and conic sections. Students should be prepared for a fast-paced investigation of algebraic skills and an in-depth look at new algebraic concepts. A graphing calculator will be used to analyze functions and real-world situations. A scientific calculator is essential for daily work.

1236B - Algebra II Honors Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Algebra II Honors Part I.

This course takes a rigorous look at functions, polynomials, and conic sections. Students should be prepared for a fast-paced investigation of algebraic skills and an in-depth look at new algebraic concepts. A graphing calculator will be used to analyze functions and real-world situations. A scientific calculator is essential for daily work.

1224 - Geometry - Co-Taught Course - Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I & II
Exceptions will be made for students who take Geometry and Algebra II during the same school year.

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the student. This college preparatory class integrates topics from Geometry and Algebra II. Topics include properties of parallel and perpendicular lines, triangles, quadrilaterals and other polygons, as well as finding area and perimeter of various shapes and a rigorous investigation of Euclidean Geometry. Connections are continually made among the various areas of mathematics and a variety of situations. Topics and concepts will be reinforced with a variety of hands-on activities. The practical use of higher mathematics is emphasized throughout this course.

1225 - Geometry - Co-Taught Course - Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I & II.

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who works together in providing a course to meet the needs of the student. This is a college preparatory class that is a continuation of Geometry Part I. Topics include transformations, similar and congruent polygons, trigonometry, circles, and a unit on statistics and probability. Connections are continually made among the various areas of mathematics and a variety of situations. Topics and concepts will be reinforced with a variety of hands-on activities. The practical use of higher mathematics is emphasized throughout this course.

1220 - Geometry - Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I & II.**Exceptions will be made for students who take Geometry and Algebra II during the same school year.**

This college preparatory class integrates topics from Geometry and Algebra II. Topics include properties of parallel and perpendicular lines, triangles, quadrilaterals and other polygons, as well as finding area and perimeter of various shapes and a rigorous investigation of Euclidean Geometry. Connections are continually made among the various areas of mathematics and a variety of problem situations. Concepts will be reinforced with hands-on activities. The practical use of higher mathematics is emphasized throughout the course.

1221 - Geometry - Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I & II.

This is a continuation of Geometry Part I. This college preparatory class integrates topics from Geometry and Algebra II. Topics include transformations, similar and congruent polygons, and trigonometry, circles, and a unit on statistics and probability. Connections are continually made among the various areas of mathematics and a variety of problem situations. Concepts will be reinforced with hands-on activities. The practical use of higher mathematics is emphasized throughout the course.

1222 - Geometry Honors - Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Algebra I & II. **Exceptions will be made for students who take Geometry and Algebra II during the same school year.****Recommended:** A final average in Algebra II of 90 or above.

This course takes an in-depth look at geometric concepts. It includes a more intensive and faster-paced look at deductive reasoning and formal proofs than does the regular geometry course. Students should be prepared for a challenging in-depth look at the foundations of geometry and daily use of algebra.

1223 - Geometry Honors - Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Algebra I & II.

Recommended: A final average in Algebra II of 90 or above.

This is a continuation of Geometry Honors Part 1. This course takes an in-depth look at geometric concepts. It includes a more intensive and faster-paced look at deductive reasoning and formal proofs than does the regular geometry course. Students should be prepared for a challenging in-depth look at the foundations of geometry and daily use of algebra.

Mathematics Electives

12511 - Statistics

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Successful completion of Algebra I, Algebra II, and Geometry.

This honors level course begins with units exploring probability, inferential statistics, and combinatorics to help prepare students for the SAT. These topics will include expansion upon ideas first introduced in Algebra and Geometry. A scientific calculator is essential for daily work. This course is designed for seniors who are looking for an honors level elective, and for students who intend to take Advanced Placement Statistics.

12512 - Trigonometry

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Successful completion of Algebra I, Algebra II, and Geometry.

This honors level semester course will focus on an in depth exploration of trigonometry. Students will solve triangles, prove trigonometric identities, and solve equations using trigonometry. A scientific calculator is essential for daily work. This course is required for all students planning to take AP Calculus, and is also available for any students looking for an honors level elective.

1253A - Pre-Calculus Part I

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisites: Successful completion of Algebra I, Algebra II, and Geometry.

This honors level course is designed exclusively for juniors who plan on taking AP Calculus AB during their senior year. This course will explore higher order functions, and requires an advanced understanding of algebraic and geometric concepts. Topics covered will include a review of polynomial and linear functions, polynomial inequalities, and operations with functions. This course will have an accelerated pace which will prepare the students for the level of work needed to be successful in AP Calculus AB. A scientific calculator and the desire to take a challenging look at mathematics are essential.

1253B - Pre-Calculus Part II

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisites: Successful completion of Algebra I, Algebra II, Geometry and Pre-Calculus Part I.

This honors level course is designed exclusively for juniors who plan on taking AP Calculus AB during their senior year.

This course will explore higher order functions, and requires an advanced understanding of algebraic and geometric concepts. Topics will include radical and rational functions, logarithms, exponential functions, and trigonometry. This course will have an accelerated pace which will prepare the students for the level of work needed to be successful in AP Calculus AB. A scientific calculator and the desire to take a challenging look at mathematics are essential.

1257A - MS 197 College Algebra Part I

Duration: Semester Credit: ½

Prerequisites: Successful completion of Algebra I, Algebra II, and Geometry with a minimum math average of an 80.

1257B - MS 205 College Algebra Part II

Duration: Semester Credit: ½

Prerequisites: Successful completion of Algebra I, Algebra II, and Geometry, and College Algebra Part I.

This honors level course is intended for the student who plans to study analytic geometry and/or calculus. It offers a rigorous study of higher order functions. A solid understanding of algebraic and geometric concepts and skills is essential for success with the material covered in this course. A scientific calculator is strongly recommended. First semester topics include a review of polynomial and linear functions, polynomial inequalities, and operations with functions. Second semester topics will include radical and rational functions, logarithms, exponential functions, and trigonometry. This course is designed for juniors and seniors who are looking for an honors level elective math course, and who are not intending to take AP Calculus while in high school. **This course is offered as a dual enrollment opportunity through Thomas College.**

1240A - Senior Math Part I

Duration: Semester Credit: ½

Prerequisites: Successful completion of Algebra I, Algebra II, and Geometry.

This course is designed for the student who plans on continuing his/her education in a variety of post-secondary settings. It will prepare students for math placement assessments routinely required by community colleges and as pre-employment tests in the workforce and military. Concepts from previous math classes will be reinforced and solidified. Students will extend and utilize these concepts into problem-solving and critical thinking skills. Topics covered will be wide ranging, beginning with fundamental arithmetic concepts, test preparation, polynomials, rational and radical equations, quadratic functions, exponential and logarithmic functions, trigonometry, statistics, geometry, conics, sequences, and series.

1240B - Senior Math Part II

Duration: Semester Credit: ½

Prerequisites: Successful completion of Algebra I, Algebra II, Geometry, and Senior Math Part I.

This course is designed for the student who plans on continuing his/her education in a variety of post-secondary settings. It will prepare students for math placement assessments routinely required by community colleges and as pre-employment tests in the workforce and military. Concepts from previous math classes will be reinforced and solidified. Students will extend and utilize these concepts into problem-solving and critical thinking skills. Topics covered will be wide ranging, beginning with fundamental arithmetic concepts, test preparation, polynomials, rational and radical equations, quadratic functions, exponential and logarithmic functions, trigonometry, statistics, geometry, conics, sequences, and series.

1256A - Advanced Placement Calculus (AB) Part I

Duration: Semester **Credit:** ¾

Prerequisites: Successful completion of Pre-Calculus and Trigonometry is required.

1256B - Advanced Placement Calculus (AB) Part II

Duration: Semester Credit: ¾

Prerequisites: Successful completion of Pre-Calculus, Calculus, and Trigonometry is required.

This course will follow the College Board syllabus for AP Calculus (AB). Topics will include functions, limits, and differential, and integral calculus. It is strongly recommended that students have a graphing calculator (TI-83, TI-83+, or TI-89). Students will be strongly encouraged to take the AP exam. **Students will be required to complete summer assignments by noon on August 15. This course is offered as a dual enrollment opportunity through Thomas College.**

1252A - Advanced Placement (AP) Statistics Part I

Duration: Semester Credit: ½

Prerequisites: Successful completion of Pre-Calculus and teacher recommendation. Completion of Stats & Trig is also suggested.

1252B - Advanced Placement (AP) Statistics Part II

Duration: Semester Credit: ½

Prerequisites: Successful completion of Pre-Calculus and Advanced Placement Statistics Part I. Completion of Stats & Trig is also suggested.

The course is equivalent to a college level statistics class. The major topics are exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete this course are prepared to take the AP Statistics exam and have the ability to earn college credit and advanced standing by passing the exam. It is recommended that students have a graphing calculator (TI-83, TI-83+, or TI-89). Students will be encouraged to take the AP exam.

Note: If a student does not have a graphing calculator one will be made available for classroom use.

1260A - Exploring Computer Science Part I

Duration: Semester Credit: ½

Prerequisites: Successful completion of Algebra I.

Exploring Computer Science (ECS) is an introduction to the field of computer science through an exploration of engaging and accessible topics that focus on the conceptual ideas of computing. Students will develop computational practices of algorithm development, problem solving, and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

1260B - Exploring Computer Science Part II

Duration: Semester Credit: ½

Prerequisites: Successful completion of Algebra I & Exploring Computer Science Part I.

Exploring Computer Science (ECS) is an introduction to the field of computer science through an exploration of engaging and accessible topics that focus on the conceptual ideas of computing. Students will develop computational practices of algorithm development, problem solving, and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

D. SCIENCE DEPARTMENT

13010 - Investigating Science Essentials (Astronomy/Engineering)

Duration: Semester Credit: ½ Freshmen

This course will provide students an opportunity to meet the Maine Learning Result standards in the areas of astronomy

and engineering design process. Other areas of science may be integrated with the primary standards. Students will engage in laboratory experiences.

13020 - Investigating Science Essentials Earth

Duration: Semester Credit: ½ Freshmen

This course will provide students an opportunity to meet the Maine Learning Results earth science standards. Other areas of science may be integrated with the primary standards. This course is designed for students who find science, math, or reading challenging. Students will engage in laboratory experiences.

13030 - Investigating Science Astronomy/Engineering

Duration: Semester Credit: ½ Freshmen

This course will provide students an opportunity to meet the Maine Learning Result standards in the areas of astronomy and engineering design process. Other areas of science may be integrated with the primary standards. This course is designed for students who find science, math, or reading challenging. Students will engage in laboratory experiences.

13040 - Investigating Science Earth

Duration: Semester Credit: ½ Freshmen

This course will provide students an opportunity to meet the Maine Learning Results earth science standards. Other areas of science may be integrated with the primary standards. Students will engage in laboratory experiences.

1307 - Investigating Science Honors: Chemistry/Engineering

Duration: Semester Credit: 1 Freshmen

This course will provide students with an understanding of their world through the investigative processes of science. The Maine Learning Results standards in the areas of chemistry, engineering, and the nature of science will be the focus of this course. This course goes well beyond the Maine Learning Results providing the students the opportunity to master concepts beyond the standards and prepare them for AP sciences. To achieve success, students must have great study habits, as well as strong math skills. Students will engage in a more in-depth laboratory work. **This is a semester class that will meet every day.**

1309 - Investigating Science Honors: Earth/Astronomy

Duration: Semester Credit: ½ Freshmen

This course will provide students with an understanding of their world through the investigative processes of science. The Maine Learning Results standards in earth and space science will be the focus of this course. This course goes well beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. To achieve success, students must have great study habits, as well as strong math skills. Students will engage in a more in-depth laboratory work.

1322 - Biology Part I

Duration: Semester Credit: ½ Sophomores

This is a general survey course in biology provides students an opportunity to meet the Maine Learning Results Life Science Standards. It is for students who are unsure of their ability to attempt a more intensive biology course. The emphasis during this first semester is ecology and structure of and process of cells. Students will engage in laboratory

experiences.

1323 - Biology Part II

Duration: Semester

Credit: $\frac{1}{2}$

Sophomores

This is a general survey course in biology provides students an opportunity to meet the Maine Learning Results Life Science Standards. It is for students who are unsure of their ability to attempt a more intensive biology course. The emphasis during this second semester is genetics and evolution. Students will engage in laboratory experiences.

1324 - Lab Biology Part I

Duration: Semester

Credit: $\frac{3}{4}$

Sophomores

This is a biology course with emphasis placed both in lecture and in-depth laboratory work. The content during this semester is ecology and the structure and process of cells. Students with average or above average abilities normally take this course during their sophomore year. To achieve success, students must possess a willingness to work, note-taking skills, good retention, good study habits, and be responsible learners. This course goes beyond the Maine Learning Results providing students an opportunity to learn concepts beyond the standards.

1325 - Lab Biology Part II

Duration: Semester

Credit: $\frac{3}{4}$

Sophomores

Prerequisites: Successful completion of Lab Biology Part I.

This is a continuation of the first semester biology course 1324 Lab Biology Part I. The content during this semester is genetics and evolution with in-depth laboratory work associated with these topics. This course goes beyond the Maine Learning Results providing students an opportunity to learn concepts beyond the standards.

1329A - AP Biology Part I

Duration: Semester

Credit: 1

Sophomores

Prerequisites: Successful completion of Investigating Science.

The AP Biology course follows the curriculum established by the College Board. Topics during the first semester include ecology, and structure and function of plants and animals and in-depth laboratory work. This course goes well beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. Completing the two semester courses is equivalent to a two-semester freshman college course. Summer work will need to be completed to participate in this course. Success in this course requires maturity and initiative. Students who take AP Biology will need to successfully complete both Part I and Part II of this course in order to meet the graduation requirement. The expected biology standards will be taught throughout parts I and II. **Due to the amount of content required by the AP curriculum, students will need to complete summer work. Students will be provided information about summer requirements and due dates before the current school year ends.**

1329B - AP Biology Part II

Duration: Semester

Credit: 1

Sophomores

Prerequisites: Successful completion of Investigating Science and AP Biology Part I.

This is a continuation of AP Biology Part I. During the second semester, content includes genetics and evolution and in-depth laboratory work. This course goes well beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. Students who take AP Biology will need to successfully complete both Part I & Part II of this course in order to meet the graduation requirement. The expected biology standards will be taught throughout parts I and II.

1331 - Chemistry

Duration: Semester

Credit: $\frac{1}{2}$

Juniors

This is an introductory course in chemistry designed primarily for juniors to fulfill their science requirements. The course emphasizes fundamental terms and concepts of chemistry by using materials and reactions common in our lives. Students will engage in laboratory experiences. The final exam is a common assessment and will be taken by everyone.

1333 - Chemistry Essentials

Duration: Semester

Credit: $\frac{1}{2}$

Juniors

This is an introductory course in chemistry designed primarily for juniors to fulfill their science requirements. The course emphasizes fundamental terms and concepts of chemistry by using materials and reactions common in our lives. Students will engage in laboratory experiences. Although this course has the same content as semester Chemistry it will involve less math. The final exam is a common assessment and will be taken by everyone. **Enrollment for this class will be based on teacher recommendation or IEP and Department Chair approval.**

1330A - Lab Chemistry Part I

Duration: Semester

Credit: $\frac{3}{4}$

Juniors

Prerequisite: Successful completion of at least Algebra I, or permission of the teacher.

This is a course in inorganic chemistry with emphasis placed both in lecture and more in-depth laboratory work. It is designed to provide students the building blocks for success in a college chemistry course. The basic concepts of chemical phenomena will be developed through the use of the atomic models, mathematics, and laboratory investigations. Formula writing and problem solving will be emphasized. Students will need a strong background in mathematics in order to be successful. This course goes beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. The final exam is a common assessment and will be taken by everyone. **The expected chemistry standards will be taught throughout Part I & Part II. Therefore, students taking Lab Chemistry will need to successfully complete both parts of this course in order to meet the graduation requirements.**

1330B - Lab Chemistry Part II

Duration: Semester

Credit: $\frac{3}{4}$

Juniors

Prerequisite: Successful completion of at least Algebra I and Lab Chemistry Part I.

This is a continuation of the study of inorganic chemistry. The second semester will apply concepts learned during the first semester. Topics studied during this semester include: nuclear chemistry, phases of matter, solution chemistry, thermochemistry, acid/base chemistry, and kinetics. This course will include more in-depth laboratory experiences. This course goes beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. The final exam is a common assessment and will be taken by everyone. **The expected chemistry standards will be taught throughout Part I & Part II. Therefore, students taking Lab Chemistry will need to successfully**

complete both parts of this course in order to meet the graduation requirements.

1339A - AP Chemistry Part I

Duration: Semester

Credit: 1

Juniors

Prerequisites: Successful completion of Investigating Science and Lab or AP Biology. Students are at least taking Algebra II.

The AP Chemistry course follows the curriculum established by the College Board. Students will achieve a fundamental understanding and reasonable competence in dealing with chemical problems, will continue to develop their abilities to think clearly and to express their ideas, orally and in writing. The units of study for this semester include: summer work (lab safety, matter), chemistry fundamentals and equations, atomic structure and periodicity, solutions and phases of matter, and kinetics. This course will include more in-depth laboratory experiences. This course goes well beyond the Maine Learning Results, providing students the opportunity to master concepts beyond the standards. This course is equivalent to a semester of freshman college chemistry. This class will meet every day. **Students who take AP Chemistry will need to successfully complete both Part I & Part II of this course in order to meet the graduation requirement. This course is offered as a concurrent enrollment opportunity with Kennebec Valley Community College and can earn college credits.**

Students will complete online work and quizzes during the following weeks: July 8, July 22, August 12, and the first day of school.

1339B - AP Chemistry Part II

Duration: Semester

Credit: 1

Juniors

Prerequisites: Successful completion of Investigating Science, Lab or AP Biology, and AP Chemistry Part I. Students are at least taking Algebra II.

This is a continuation of the first semester study of AP Chemistry. The units of study for this semester include: equilibrium, thermochemistry and thermodynamics, and electrochemistry. This course will include more in-depth laboratory experiences. A review of material for the AP exam will be included. This course goes well beyond the Maine Learning Results, providing students the opportunity to master concepts beyond the standards. This class will meet every day. **Students who take AP Chemistry will need to successfully complete both Part I & Part II of this course in order to meet the graduation requirement. This course is offered as a concurrent enrollment opportunity with Kennebec Valley Community College and can earn college credits.**

1332A - Forensic Chemistry Part I

Duration: Semester

Credit: ½

Juniors/Seniors

Prerequisite: Honor Investigating Science Chemistry/Engineering or Lab Chemistry

Forensic Chemistry is lab based course designed for students in grade 11 who took Honors Investigating Science Chemistry/Engineering and choose not to take AP Chemistry. It is a project-driven alternative to Lab Chemistry that applies chemistry concepts. This class will follow a different format than lab chemistry, and will cover many of the concepts through in-depth student driven labs and projects. The goal of this course is to develop students' theoretical and practical knowledge in the discipline of forensic chemistry by increasing proficiency in the technical skills and chemical knowledge involved in forensic analysis. In addition we will work on auxiliary skills in data analysis and presentation, technical writing and experimental design. It can also serve as a senior elective. **The expected chemistry standards will be taught throughout Part I & Part II . Therefore, students taking Forensic Chemistry will need to successfully complete both parts of this course in order to meet the graduation requirement and complete a full laboratory**

science experience.

1332B - Forensic Chemistry Part II

Duration: Semester

Credit: ½

Juniors/Seniors

Prerequisite: Honors Investigating Science
Chemistry/Engineering or Lab Chemistry

This is a continuation of the first semester. Topics included during the year are: Analysis of Hair, Fibers, and Fingerprints, Blood Spatter, Combustion/Arson, Genetics, Death and Decay, Identification of Unknowns Solutes, Spectroscopy and Chromatography, Titration, and Gas Laws. This course will include more in-depth laboratory work. **The expected chemistry standards will be taught throughout Part I & Part II . Therefore, students taking Forensic Chemistry will need to successfully complete both parts of this course in order to meet the graduation requirement and complete a full laboratory science experience.**

1345 - Physics Essentials

Duration: Semester

Credit ½

Seniors

This is an introductory course in physics, designed primarily for seniors wishing to fulfill their science requirement. This half-year course will be based on the fundamentals of physics that reinforce the Maine Learning Results. The units will include Motion, Newton's Laws, and Energy as well as hands-on experiences. **Enrollment for this class will be based on teacher recommendation or IEP and Dept Chair approval.**

1343 - Physics

Duration: Semester

Credit: ½

Seniors

This is an introductory course in physics, designed primarily for seniors wishing to fulfill their science requirement. This half-year course will cover the fundamentals of physics that reinforce the Maine Learning Results. The units will include Motion, Newton's Laws, and Energy as well as hands-on experiences.

1344 - CP Physics Part I

Duration: Semester

Credit: ½

Seniors

Prerequisite: Successful completion of at least
Lab Chemistry and current enrollment in at least
Algebra II or by teacher permission.

This is a full-year introduction to fundamental physics concepts for college bound students who may not be majoring in a science field. Topics during the first semester include motion and energy. Class discussions and numerous laboratory experiences are offered to stress the relationship between matter and energy. Students are presented with more in-depth hands on special projects that require applying learned content to practical use throughout the year. **The expected physics standards will be taught throughout Part I & Part II. Therefore, students taking CP Physics will need to successfully complete both parts of this course in order to meet the graduation requirements.**

1344B - CP Physics Part II

Duration: Semester

Credit: ½

Seniors

Prerequisite: Successful completion of at least
Lab Chemistry, Lab Physics Part I, and current
enrollment in at least Algebra II.

This is a continuation of the first semester course. Light and Sound, Electricity, and an Engineering design unit for the

focus this semester. Students will complete a more in-depth hands on special projects that require applying learned content to practical use throughout the year. **The expected physics standards will be taught throughout Part I & Part II. Therefore, students taking CP Physics will need to successfully complete both parts of this course in order to meet the graduation requirements.**

1340A - Lab Physics Part I

Duration: Semester

Credit: $\frac{3}{4}$

Seniors

Prerequisite: Successful completion of at least Lab Chemistry and current enrollment in at least Algebra II or by teacher permission.

This is a full-year introduction to physics that will provide students with exposure to fundamental physics concepts and prepare them for science study beyond high school. Mechanics is the focus of this first semester. Class discussions and numerous laboratory experiences are offered to stress the relationship between matter and energy. Students will complete a more in-depth hands on special projects that require applying learned content to practical use throughout the year. This course goes beyond the Maine Learning Results, providing students the opportunity to master concepts beyond the standards. **The expected physics standards will be taught throughout Part I & Part II. Therefore, students taking Lab Physics will need to successfully complete both parts of this course in order to meet the graduation requirements.**

1340B - Lab Physics Part II

Duration: Semester

Credit: $\frac{3}{4}$

Seniors

Prerequisite: Successful completion of at least Lab Chemistry, Lab Physics Part I, and current enrollment in at least Algebra II.

This is a continuation of the first semester course. Energy is the focus of this semester. Students will complete a more in-depth hands on special projects that require applying learned content to practical use throughout the year. This course goes beyond the Maine Learning Results, providing students the opportunity to master concepts beyond the standards. **The expected physics standards will be taught throughout Part I & Part II. Therefore, students taking Lab Physics will need to successfully complete both parts of this course in order to meet the graduation requirements.**

1350A - Anatomy and Physiology Part I

Duration: Semester

Credit: $\frac{1}{2}$

Seniors

Prerequisite: Successful completion of at least Lab Biology and Lab Chemistry.

This is an advanced biology course offered as an elective. The course is designed primarily for students interested in some phase of the medical field or animal science. The subject matter deals primarily with human anatomy and physiology. The topics this semester include body systems orientation, homeostasis, metabolism and macromolecules, cell membrane, digestive system, and cardiovascular system. The demands of this course are such that in addition to having a strong background in chemistry and biology, the student should also have excellent study skills and exhibit academic self-discipline. Most of this course goes well beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards.

1350B - Anatomy and Physiology Part II

Duration: Semester

Credit: ½

Seniors

Prerequisite: Successful completion of at least Lab Biology and Lab Chemistry, and Anatomy and Physiology Part I.

This is a continuation of the first semester. The topics included in this semester are lymphatic and immune system, urinary system, nervous system, bones and muscles, and endocrine system. The demands of this course are such that in addition to having a strong background in chemistry and biology, the student should also have excellent study skills and exhibit academic self-discipline. Most of this course goes well beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards.

Elective or Make-Up Courses

1380 - Astronomy - Discovering the Universe

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

This course will serve as an elective OR a make-up course for students who did not successfully complete Investigating Science I. This course will survey the major topics in the field of astronomy in five major areas: 1) the historical evolution of the structure of the cosmos; 2) the motion of the earth, moon, planets, the sun, the nature of gravity, and a very brief discussion on Einstein's theory of relativity; 3) the structure and the evolution of stars; 4) the nature of planets and planetary systems; and 5) the macroscopic structure of the universe including galaxies, quasars, black holes, and the future evolution of the cosmos.

1381 - Meteorology - Introduction to the Weather

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

This course will serve as an elective OR a make-up course for those who did not successfully complete Investigating Science II. It introduces the study of the weather, including atmospheric properties and processes that control temperature, wind, precipitation, and storm systems. Students also discuss weather forecasting, weather phenomena, air pollution, and climate change.

If a student successfully completes an introductory course (e.g. Biology or Chemistry) and then enrolls in a lab course in the same subject, no more than a total of one and one-half credits will be awarded upon the successful completion of both courses.

E. World Languages Department

14051A - Exploratory French Part I

Duration: Semester

Credit: ½

This course is an introductory course for students needing to build confidence in learning a different language. It is designed for anyone who wants to learn some French with a minimal amount of grammar by using an oral and visual approach. This course will concentrate on building vocabulary related to the following topics: greetings and words of courtesy, alphabet, cognates, classroom objects, classroom commands, colors, numbers, prepositions, the verb to speak. **This course does not meet college admissions requirements. Students who successfully meet the standards assessed as part of this course will fulfill the new world language requirement that starts with the class of 2020.**

14051B - Exploratory French Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Exploratory French Part I

This is a continuation of Exploratory French Part I. Time permitting topics will include: days, months, dates, seasons, time, weather, numbers 60-100, birthdays and age. **This course does not meet college admissions requirements.**

Students who successfully meet the standards assessed as part of this course will fulfill the new world language requirement that starts with the class of 2020.

1401A - French I Part I

Duration: Semester

Credit: ½

French I is a course designed to introduce the student to the French language, culture, and grammar. Special emphasis is on communication and conversation with an introduction to language learning skills through speaking, reading, writing, and listening to French. Cultural aspects of the language will be covered through class discussions, videos, and individual projects. Topics include the following: Greetings, numbers 0-30, subject pronouns and verbs, classroom objects and expressions, accents, indefinite/definite articles and nouns, the verb avoir and negations, likes and dislikes, regular 'ER' verbs, leisure activities, contractions with à, and conjunctions.

1401B - French I Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of French I Part I.

French I Part II is a continuation of Part I as stated above. Topics include: descriptions, colors, the verb être, adjective agreement, family and pets, possessive adjectives, contractions with de, school subjects, time, days of the week, regular 'RE' verbs, school supplies, numbers to 1000, the verbs préférer and acheter.

1402A - French II Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion of French I.

This course is intended to expand upon the material covered in French I. Speaking, listening, reading, writing, and building vocabulary and grammar skills will be extended as well as a study of French culture. The goals of comprehension of authentic language and awareness of structure are designed to be met through guided practice, cooperative learning, and frequent opportunity for self-expression both orally and in written form. Translations will be used to develop comprehension and reading for pleasure. Following an intense review of French I, topics will include the following: sports and activities, seasons, months of the year, the verb FAIRE, question words, places in a town, weather, the verb ALLER, the near future tense, the verb VENIR and the near past tense, breakfast foods and drinks, place settings, the partitive, the regular 'IR' verbs, cafe foods, the verb PRENDRE, the imperative tense.

1402B - French II Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of French I and French II Part I.

French II is a continuation of Part I with the topics as stated above. Additional topics (with time permitting) will include: clothing and accessories, demonstrative and interrogative adjectives, some sports equipment, the grammar of the passé

composé tense of regular 'ER' verbs and some irregular verbs, chores, the irregular verbs pouvoir and devoir, the passé composé of regular 'IR' and 'RE' verbs, the parts of a house and furniture, the verbs dormir, sortir and partir, and the passé composé of the verb ALLER with être.

1403A - French III Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion of French II.

French III Part I is a course designed to promote communication, grammar skills, vocabulary acquisition, cultural awareness, and reading development. A review of French I and II skills will be ongoing, and supplementary literary sections will be introduced throughout the year. Vocabulary topics will include wishing someone a good time, asking for and giving advice, asking for help, checking if things have been done, asking about food and preparation, and making requests. Grammar topics will include direct and indirect object pronouns, the verb offrir, the passé composé with avoir and être, negative expressions, the partitive, the pronoun Y, and question formation. Students will also learn about Québec City, Québec.

1403B - French III Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of French II and French III Part I.

French III Part II is a continuation of Part I as stated above. Vocabulary topics will include shopping for groceries, asking where things are and how something turned out, wondering what happened, asking for information, and expressing frustration. Grammar topics will include the pronoun en, placement of object pronouns, contractions with à and de, object pronouns with the passé composé, quelqu'un, quelque chose, ne...personne, ne...rien, and ne...que, the verbs recevoir, suivre, and ouvrir, and depuis, il y a and ça fait. Students will also learn about Rennes, France.

1404A - French IV Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion of French III.

French IV Part I is a course designed to increase communication, grammar skills, vocabulary acquisition, cultural awareness, and reading development. Vocabulary topics will include talking about your routine, expressing impatience, saying when you do things, making recommendations, talking about when you were a child, telling about an event in the past, and comparing life in the country and in the city. Grammar topics will include tout, tous, toute, toutes, the verbs s'appeler and se lever, reflexive verbs in the passé composé, the imperative, and with infinitives, the passé composé and the imparfait, adverb placement, the comparative with adjectives and nouns, the superlative with adjectives, irregular comparatives and superlatives, and the future tense. Students will also learn about Dakar, Senegal.

1404B - French IV Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of French III and French IV Part I.

The second semester of French IV will be devoted to reading a French novel such as *Le Petit Prince* or *Le Bossu de Notre Dame*. Starting with the class of 2024 students will be required to pass four consecutive levels of the same language in order to receive a cord for graduation.

14251A - Exploratory Spanish Part I

Duration: Semester

Credit: ½

This course is an introductory course for students needing to build confidence in learning a different language. It is designed for anyone who wants to learn some Spanish with a minimal amount of grammar by using an oral and visual approach. This course will concentrate on building vocabulary related to the following topics: greetings, words of courtesy, alphabet, cognates, school/classroom vocabulary, classroom commands, colors, numbers to 30, prepositions, the verbs to be and to speak, the culture of el Día de los Muertos and Las Posadas. **This course does not meet college admissions requirements. Students who successfully meet the standards assessed as part of this course will fulfill the world language requirement.**

14251B - Exploratory Spanish Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Exploratory Spanish Part I.

This is a continuation of Exploratory Spanish Part I with the topics as stated above. Additional topics will include: days, months, dates, seasons, common activities that are done in each of the seasons, weather in each of the seasons, birthdays and age, numbers to 100+, Valentine's, Saint Patrick's Day and Easter. Time permitting, additional topics may include parts of the body, descriptions of self, family, house and geography of Spain and Mexico. **This course does not meet college admissions requirements. Students who successfully meet the standards assessed as part of this course will fulfill the world language requirement.**

1421A - Spanish I Part I

Duration: Semester

Credit: ½

Spanish I is a course designed to introduce the student to the Spanish language, culture and grammar. Special emphasis is on communication and conversation with an introduction to language learning skills through reading, writing, and listening to Spanish. Cultural aspects of the language will be covered through class discussions, videos, and individual projects. Greetings, numbers 0-100, weather, days of the week, telling time, introductions, classroom objects and expressions, accents, indefinite and definite articles and nouns, subject pronouns and verbs, the verb ser, likes and dislikes, regular 'AR' verbs, the verbs tener with obligations and frequency expressions.

1421B - Spanish I Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Spanish I Part I.

Spanish I Part II is a continuation of Part I as stated above. Topics include: expressing feelings, locations in a school and a town, meals and food, family, possessive adjectives, give dates conjugating regular 'ER' and 'IR' verbs, "ir and a" (to go) and make comparisons.

1422A - Spanish II Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Spanish I.

Spanish II. Part I. is a continuation of Spanish I. Speaking, listening, reading, writing and building vocabulary and grammar skills will be extended as well as a study of Spanish culture (ie. El Día de los Muertos and Las Posadas). The goals of comprehension of authentic language and awareness of structure are designed to be met through guided practice, cooperative learning and frequent opportunity for self-expression both orally and in written form. Translations will be used to develop reading comprehension and also to apply the vocabulary and grammar that we are learning into full sentences in the target language. Following an intense review of Spanish I., we will cover irregular verbs in the present tense, stem-changing verbs, words/phrases of frequency, question words, clothing and accessories, ordinal numbers, seasons, expressions with TENER, numbers to a million, and direct object pronouns.

1422B - Spanish II Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Spanish I and Spanish II Part I.

Spanish II. Part II. is a continuation of Part I. with the topics as stated above as well as places and events in town, prepositions, the verb IR and the near future tense, modes of transportation, some café vocabulary, the verb ACABAR and the near past tense, affirmative tú commands, planning a party, house & household items, chores, more with the verbs SER & ESTAR, more irregular verbs such as DECIR & VENIR. Time permitting, additional topics will include the preterit tense of regular and irregular verb and the vocabulary associated with communicating in the past tense

1423A - Spanish III Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Spanish II.

The goals of Spanish III are to broaden the advanced student's vocabulary through extensive reading, to further refine knowledge of Spanish grammar, and to increase conversational ability. Cultural studies are included. Topics may include describing people, fashions, chores, discussing conservation and the environment, outdoor activities, the weather and ecology, jobs and professions; review of the preterite compare the preterite with the imperfect, introduce the future and conditional tenses.

1423B - Spanish III Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Spanish II and Spanish III Part I.

Spanish III Part II is a continuation of Part I as stated above. Topics include: holidays, your studies, future careers, art forms, present, past and future progressive, the subjunctive tense: making suggestions and wishes, expressing emotion and doubt.

1424A - Spanish IV Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Spanish III.

The goals of Spanish IV are to increase the student's ability to understand written Spanish through exposure to a variety of works about personalities in politics, art, literature, sports or entertainment. Conversational skills will be enhanced by

presentations and conversations through giving advice, making plans, debating, discussing and declining with further development of listening comprehension in the target language. Cultural studies will center on Spain.

1424B - Spanish IV Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Spanish III and Spanish IV Part I.

Spanish IV Part II is a continuation of Part I as stated above with a comprehensive review of all Spanish tenses. Topics include expressing feelings, making requests, proposing a theory and supporting a point of view. With a study of Spanish geography also include literature readings from Don Quijote de la Mancha or El Cid.

Starting with the Class of 2024, students will be required to pass four consecutive levels of the same language in order to receive a cord for graduation.

1431A - Latin I Part I

Duration: Semester

Credit: ½

This course will cover the first eight chapters in the Cambridge Latin Course, following a family in Pompeii in 79 A.D. This includes Roman Culture, grammar and vocabulary. Students will cover the nominative, accusative, and dative cases, and introductions to present, imperfect and perfect tenses. Students will be reading Latin passages throughout to develop critical thinking skills.

1431B - Latin I Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Latin I Part I.

This will be a continuation of Latin I Part I. In addition to the information above, this course will include the rest of the perfect and imperfect tenses, comparisons of adjectives, infinitives, relative clauses, genders of nouns, and the pluperfect tense.

1432A - Latin II Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Latin I.

This course will continue the Cambridge Latin Course, in Egypt and Britain. This course will continue building grammar, vocabulary, and cultural knowledge. This will include the genitive, ablative and vocative cases, fourth and fifth declensions, pronouns, imperative, participles, and the subjunctive.

1432B - Latin II Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Latin I and Latin II Part I.

This course will be a continuation of Latin II Part I. This course will continue building grammar, vocabulary, and cultural knowledge. Topics will include more on the subjunctive, impersonal and deponent verbs, passive voice, and gerundives.

1433A - Latin III Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion

of Latin II.

This course will follow the Cambridge Latin course, following the same characters through Britain and Rome. This course will continue building grammar, vocabulary, and cultural knowledge. Topics will include the future and future perfect tense, more on the subjunctive, infinitives, and the passive voice, supine, and gerunds.

1433B - Latin III Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Latin II and Latin III Part I.

This course will complete the Cambridge Latin Course. This course will continue building grammar, vocabulary, and cultural knowledge. Students will complete their grammatical knowledge and continue to build their cultural knowledge of Ancient Rome. By the end of the course students will be reading selections from the authors Ovid, Catullus, Cicero, Virgil, and Livy.

1434A - Latin IV Part I

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Latin III.

In this course students will continue to read authentic Latin in prose by authors such as Caesar, Livy, Sallust, Cicero, among others.

1434B - Latin IV Part II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Latin III and Latin IV Part I.

This course is a continuation of Latin IV Part I. Students will begin to read authentic Latin poetry by authors such as Ovid, Catullus, Martial, among others.

Starting with the class of 2024 students will be required to pass four consecutive levels of the same language in order to receive a cord for graduation.

F. Visual and Performing Arts Department

All music, art, and video production courses count as fine arts credits.

Music Offerings

1501A - Concert Band Part I

Duration: Semester

Credit: ½

Concert Band is a full-year course which is designed for those students who play a band instrument. Students must register for both semesters. The course teaches ensemble, technical, and disciplinary skills necessary for performances as well as studying the various literature of the wind band. Pep Band techniques and performances will comprise a portion

of the activities of this group. Instrumentation will be at the discretion of the band director. Attendance at public performances is a requirement for this course. This will be the representative instrumental/performing group for the school.

1501B - Concert Band Part II

Duration: Semester

Credit: ½

Concert Band is a full-year course which is designed for those students who play a band instrument. Students must register for both semesters. The course teaches ensemble, technical, and disciplinary skills necessary for performances as well as studying the various literature of the wind band. Pep Band techniques and performances will comprise a portion of the activities of this group. Instrumentation will be at the discretion of the band director. Attendance at public performances is a requirement for this course. This will be the representative instrumental/performing group for the school.

1502A - Mixed Chorus Part I

Duration: Semester

Credit: ½

Mixed Chorus is a full-year course that is open to all students who desire a beginning level choral experience. Students must register for both semesters. Emphasis will be placed upon vocal techniques and sight singing through the use of appropriate choral literature. Voicing will be at the discretion of the chorus director. Attendance at public performances is a requirement of this course. This will be the representative vocal/performing group for the school.

1502B - Mixed Chorus Part II

Duration: Semester

Credit: ½

Mixed Chorus is a full-year course that is open to all students who desire a beginning level choral experience. Students must register for both semesters. Emphasis will be placed upon vocal techniques and sight singing through the use of appropriate choral literature. Voicing will be at the discretion of the chorus director. Attendance at public performances is a requirement of this course. This will be the representative vocal/performing group for the school.

Art Offerings

Students who participate in the visual arts will be expected to exhibit their art in one or more art displays.

1550 - Introduction to Art

Duration: Semester

Credit: ½

This is a basic prerequisite foundation course for ALL art classes at GAHS.

The emphasis of this class is to develop an understanding of designing in art by focusing on the terms and language of art as well as “habits of work” in art and foundational art-making skills. Assignments cover a variety of projects exposing students to several mediums including: drawing, painting, collage, printmaking, and clay building.

1540 - 2D Art I

Duration: Semester

Credit: ½

Prerequisite: Intro To Art

This course is the first of two courses focused on the two-dimensional arts. Students who like to draw, paint, explore printmaking, and mixed media arts can develop the skills they learned in Intro To Art. Students will explore: charcoal drawing, ink drawing, printmaking, acrylic painting, mixed media collage, and design development. Students should be excited about developing their personal style and challenging themselves with creative problem solving.

1541 - 2D Art II

Duration: Semester

Credit: ½

Prerequisite: Intro To Art.

(Students are encouraged to take 2D Art I prior to this course.)

This course is the second of two courses focused on the two-dimensional arts. Students who like drawing, painting, and would like to learn portrait drawing, explore many different kinds of printmaking and create digital stories are encouraged to take this class. Students will explore: pastel chalks, acrylic paint, linoleum photo mosaic carving and printing, and digital photography and layout software programs such as Photoshop Elements and online photo print resources such as Photobucket and Snapfish. This course is focused on concept development and thinking about art in different ways. Students should have a strong sense of their artistic abilities and be excited to explore design problems.

1542 - 3D Art I

Duration: Semester

Credit: ½

Prerequisite: Intro To Art.

This course is one of two courses focused on the three-dimensional arts. Students who are interested in making art that reaches into multi-directions and real space are encouraged to take this course. The focus for 3D Art I is CRAFT such as “functional works” made of clay, metals, fibers, and paper media and techniques. Each unit will include exercises in media technique followed by problem-solving projects allowing for individual creativity.

1565 - Self-Directed Studio Art

Duration: Semester

Credit: ½

Prerequisite: Intro to Art and two semesters of any other art course.

Studio Art is an advanced level, open studio course where students pursue individual concepts and media to develop a body of high quality work. This course is for students who are self-directed and dedicated to developing their craft. Students will develop an individual curriculum specific to their media, which may include 2D or 3D works or a combination of both. Grading will be based on in-depth planning, historical research, group and self critiques, writing of artist statements, and participation in the spring art exhibit.

15400 - Functional Ceramics

Duration: Semester

Credit: ½

Prerequisite: Intro to Art and 3D Art I

Functional ceramics course will focus on skill building and craftsmanship which will cover: setting up and maintaining a clay studio, wheel throwing, making functional objects, and processing your own native clay.

Video Offerings

1570 - Video Production I

Duration: Semester

Credit: ½

The course provides training in camcorder production techniques including: program producing, editing, shooting, graphics, etc. Included are hands-on experiences in the operation of audio and video in the production of TV programming using iMovie application. All projects for this course require written treatments, detailed storyboards, and self-reflections.

1571 - Video Production II

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Video Production I.

This course builds upon those skills learned in Video Production I and includes advanced involvement in lighting, audio, and filming techniques. Students will be required to write thorough treatments, detailed storyboard, and thoughtful reflections.

1574 - Broadcast Journalism I

Duration: Semester

Credit: ½

1575 - Broadcast Journalism II

Prerequisite: Successful completion of Video Production I and II or permission of the instructor.

Students in Broadcast Journalism I & II will produce and promote school activities/events to be shown for airing. This may involve sporting events, club activities, classroom projects, etc. Pieces will be conceived, written, and produced by the students under the direction of the teacher. In addition, many other contests are open to the students. Information will be passed on from the teacher as it becomes available. Students will be expected to increase their knowledge base by mastering advanced techniques, which will be incorporated into the student productions. Students may also create a short film throughout the semester, starting with brainstorming and screenwriting, working their way through casting, filming, editing, pre-screening, and showcasing.

G. Career Education

Career Education

This graduation requirement is divided into two semester-based courses: Career & Technology and Life & Work. The curriculum has been designed using the guidelines of the Career and Education Development section of the Maine Learning Results.

1613 - Career and Technology

Duration: Semester

Credit: ½

Sophomores

In this project-based course, students will use Google Applications (documents, spreadsheets, presentations, site), Naviance and Google to analyze skills, explore careers and learn about digital citizenship. Students will create a career

portfolio which includes career essentials (resume, cover letter, graduation requirements planning, and habits of work). Projects include the creation of various presentations, documents, spreadsheets, and a website.

1613 - Career and Technology Essentials

Duration: Semester

Credit: ½

Sophomores

In this project-based course, students will use Google Applications (documents, spreadsheets, presentations, site), Naviance and Google to analyze skills, explore careers and learn about digital citizenship. Students will create a career portfolio which includes career essentials (resume, cover letter, graduation requirements planning, and habits of work). Projects include the creation of various presentations, documents, spreadsheets, and a website.

1614 - Life and Work

Duration: Semester

Credit: ½

Juniors

Students are exposed to real life (financial) scenarios throughout this(semester) via researching elements of living costs, and running through a budget scenario. Students will also study components of the broad topic of Personal Finance, including the terms credit score, loan, credit card, interest rate, spending/saving habits, and investing. This class will familiarize the students with the tools to understand the cost of a college education. Various public speakers will visit to share their post high school decisions. These forums give the students an eye opening experience regarding how present habits will impact their future. Students learn how to overcome the apprehension of public speaking, how to be a respectful listener, and how to keep peers engaged while speaking.

16141 - Life and Work Essentials

Duration: Semester

Credit: ½

Juniors

Students are exposed to real life (financial) scenarios throughout this(semester) via researching elements of living costs, and running through a budget scenario. Students will also study components of the broad topic of Personal Finance, including the terms credit score, loan, credit card, interest rate, spending/saving habits, and investing. This class will familiarize the students with the tools to understand the cost of a college education. Various public speakers will visit to share their post high school decisions. These forums give the students an eye opening experience regarding how present habits will impact their future. Students learn how to overcome the apprehension of public speaking, how to be a respectful listener, and how to keep peers engaged while speaking.

1620 - Jobs for Maine Graduates Part I & Part II

Duration: Full-Year

Credit: 1

Sophomores/Juniors

(Referral/interview required)

**Students may take this in place of
Life & Work or Career & Tech
(upon acceptance into the program)**

1622 - Jobs for Maine Graduates Part I & Part II

Duration: Full-Year

Credit: 1

Seniors

(Referral/interview required)

**Students may take this in place of
Life & Work or Career & Tech
(upon acceptance into the program)**

This program assists students in making the transition from school to college, the military, or the job market. Students identify and develop their skills and abilities through ongoing work-based learning experiences. Students are

recommended by the Advisory Committee and interviewed by the JMG specialist before being accepted into the program. Students participate in fundraising, service learning, academic remediation, field trips, job shadows, financial literacy programs, and career exploration activities. Students also work closely with the Career Center in Augusta to develop work-ready skills including, but not limited to: completion of job applications, development of resumes, cover letters, interviewing techniques, and employee expectations. All JMG competencies are articulated with the Maine Learning Results using the guidelines of the Career and Education Development content area standards and performance indicators.

Features of JMG class:

A. **Employability Skills Curriculum**

Classroom instruction is based on 30 competencies including: goal setting, college/career planning, decision-making, job search and retention skills, portfolio development, basic business knowledge, interviewing, teamwork and leadership development.

B. **Career Association**

This is a student-run team, which fosters the development of leadership and decision-making skills while building self-esteem and providing recognition for achievement.

C. **Post-Graduation Follow Up**

Both the graduate and the employer/college/military service branch are contacted for twelve months of follow-up services in order to facilitate successful transition for graduates.

1649 - Keyboarding

Duration: Semester

Credit: ½

Using Typing Club School Edition's web-based lessons, students will learn to touch-type without looking at the keys or their hands with a goal of 45 WPM with 95% accuracy by the end of the semester. The students will build their skills from home row, use correct finger strikes, maintain proper positioning, and increase accuracy and speed. Formatting of documents such as reports and letters along with digital citizenship skills will also be incorporated into class lessons. DAILY practice of at least 5 days per week: 15 minutes min. on non-class days is an expectation.

1680 - Senior Internship

Duration: Semester

Credit: TBD (see outline)

Prerequisite: Career & Technology and Life & Work/JMG

Course Overview:

The senior internship course at Gardiner Area High School is designed as an extension of the Life & Work course students typically complete during their junior year. Students who have a particular career or occupation they are interested in learning about have an opportunity to do so as part of their coursework during their senior year. Participants in this course will work with a mentor of their choice, who currently works in the occupation of interest, on a weekly basis for one full semester. Students will learn about the occupation through a combination of observations of their mentor performing responsibilities and tasks associated with their profession as well as actually performing responsibilities and tasks themselves as is deemed appropriate by the mentor.

Credit:

Participating students will develop a “Learning Development Plan” (LDP) with their mentor and the supervising teacher of the course. This will identify the goals and anticipated outcomes of the internship, establish a weekly schedule for on-site work experiences, and set up the academic portion of the internship, which will include expectations for daily journal writing, bi-weekly article summaries, and the basis for the weekly assessment from the mentor.

Credits earned for this course are based on the time a student dedicates to their “on-the-job” experiences. For internships during the school day, a minimum of two consecutive class periods is recommended and a maximum of four class periods is allowed (Example: Two class periods equals one credit). For internships that are based primarily outside of the school day, credits will be determined by the supervising teacher and the building Principal.

1686 (Grade 9) 1687 (Grade 10) 1688 (Grade 11) 1689 (Grade 12) -REACH Independent Study (RIS)

Duration: Semester

Credit: TBD (see outline)

Prerequisite: Must be eligible for gifted academic or artistic services through the REACH Program.

This course provides REACH students with opportunities to access career choices through mentorship, self-assessment exercises, career exploration, and a study of a passion/interest. Students can elect to take the course for a semester or an entire year, and the final grade awarded will be based on the depth and extent of the research endeavor undertaken, the time committed to the investigation, and the final project and report presentation. The course format will provide coordinated meeting time for enrolled students to work together on aspects of research while also pursuing their own unique projects. Students are matched with community professionals to complete an in-depth study for a minimum of 20 hours per semester and students must complete 30 hours of in-class work with the teacher of this course, complete independent hours required for the topic, and complete a separate presentation concerning their topic per semester. Students may be released from school to attend sites of their interest provided they have an excusal waiver signed. Students may earn a maximum of one credit through this course per year.

H. Wellness/Health Department

Any student who has successfully completed Wellness I, may sign up for Wellness II. Emphasis is on learning concepts aligned with the Maine Learning Results in Physical Fitness Activities and Knowledge, Movement/Motor Skills and Knowledge, and Personal and Social Skills and Knowledge.

1700 - Wellness I

Duration: Semester

Credit: ½

Freshmen

Wellness I is designed to cover fundamental and current topics in physical fitness and lifelong physical activities. Students will be introduced to the concepts of physical fitness, understand the impact of one's lifestyle and physical activity on health and overall fitness, participate in a fitness self-evaluation of physical fitness and participate in a variety of health enhancing activities. Students will be encouraged to improve and maintain an optimum fitness level. The curriculum was developed in conjunction with the Maine Learning Results. Concepts of physical fitness will be reinforced through a variety of activities, written work and skills experiences.

This class is a requirement for all freshmen students. Students who do not successfully complete this course will need to sign up for Wellness III during their sophomore year.

1705 - Wellness II

Duration: Semester

Credit: ½

Juniors

Prerequisite: Successful Completion of Wellness I or Wellness III.

Students will review and implement knowledge of physical fitness concepts gained in Wellness I. The curriculum was developed in conjunction with the Maine Learning Results. Concepts of physical fitness will be reinforced through a variety of activities, written work and skill experiences. Students will develop their own fitness program as a part of a personal fitness portfolio. Students will learn the necessary skills that enable them to participate in lifelong health enhancing activities.

1715 - Wellness III

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

This class is open to students who did not **successfully** complete Wellness I. As with Wellness I this curriculum is aligned with the Maine Learning Results. Any sophomore, junior or senior student who has not yet taken Wellness I should sign up for Wellness III and then take Wellness II to complete their requirements for graduation.

Unless there is approval from the Department Chair or Principal, students cannot be enrolled in both Wellness II and III at the same time.

1810 - Wellness Essentials(Not offered 2019/2020) (Enrollment in this course is by teacher recommendation or IEP only.)

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

This course is designed for students who find the understanding of physical fitness concepts and/or participation in motor skills challenging. Wellness Essentials is designed to cover fundamental and current topics in functional physical fitness. Students will be introduced to the concepts of physical fitness, understand the impact of one's lifestyle and physical activity on health and functional fitness, participate in a self-evaluation of physical fitness and participate in a variety of health enhancing activities. Students will be encouraged to improve and maintain an optimum fitness level. Concepts of physical fitness will be reinforced through a variety of activities, written work and skills experiences. This curriculum was developed in conjunction with the Maine Learning Results.

Wellness Electives

1726 - Life Time Fitness

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

Prerequisite: Successful completion of Wellness I

This class will combine the goals and objectives of aerobic fitness and specific strength and conditioning training for each individual's physical ability, demands and experience. The students will learn about and participate in general fitness for life activities, with a focus on aerobic, general strength, flexibility, balance/stability, as well as agility, muscle strength and endurance. The students will develop a training commitment to daily peak physical performance. They will be assessed throughout the semester on their conditioning levels, integrated muscular range of motion, and muscular strength.

Yoga Fusion

Duration: Semester

Preference goes to Juniors and Seniors

Credit: ½

(this elective does not meet Wellness Credit Requirements)

Looking to Improve balance, build core strength, reduce stress, and gain flexibility? A mix of traditional yoga poses incorporated with another form of fitness, such as Pilates and resistance training. This blending of techniques focuses on combining mind and body exercises with the benefits of strength, aerobics, balance and flexibility.

This class is appropriate for beginners and/or those with experience.

1710 - Health

Duration: Semester

Credit: ½

Sophomores

Students participating in health class will have the opportunity to explore several health concepts, gain an understanding of health promotion and risk reductions, acquire valid information about health issues, services and products as well as gain an understanding of what influences their health. The curriculum was developed in conjunction with the Maine Learning Results. Topics include personal health and nutrition, stress and stress management, sexuality, mental health/mental illness, substance abuse and consumer health.

1720 - Health Essentials (Enrollment in this course is by teacher recommendation or IEP only.)

Duration: Semester

Credit: ½

Sophomores

Students participating in health class will have the opportunity to explore several health concepts, gain an understanding of health promotion and risk reductions, acquire valid information about health issues, services and products as well as gain an understanding of what influences their health. The curriculum is developed in conjunction with the Maine Learning Results. Topics include personal health and nutrition, stress and stress management, sexuality, mental health/mental illness, substance abuse and consumer health. This course is designed for students who find the understanding of health concepts challenging.

Health Elective

1730 - Child Development/Parenting and Nutrition/Physical Activity

Duration: Semester

Credit: ½

Prerequisite: Successful completion of Health.

Students participating in this course will have the opportunity to explore and expand their knowledge and understanding of Child Development/Parenting and Nutrition. Students will be required to participate in the “Reality Works Baby Think It Over Program”. As part of this program, each student will be required to take the Reality Works Baby Think It Over baby (mannequin) home for a weekend or complete a written assignment. Students will also be required to take part in a nutrition/physical activity program to help promote lifelong wellness. The curriculum was developed in conjunction with the Maine Learning Results. Topics may include, but are not limited to: child development from pre-birth through adolescence, parenting and what it entails, as well as a greater understanding of nutrition and how it affects one’s lifestyle. Topics on nutrition may include: a review of food labels, how to read a nutrition label, how the body uses food for fuel, and how a person’s nutritional intake affects them both physically and mentally.

I. Alternative Education Program

2000 - Alternative Program

The Gardiner Alternative Program (GAP) offers students a non-traditional way of learning. GAP is designed to encourage

and reinforce both academic and personal success. Students are required to attend school every day and are evaluated daily on attendance, respect and productivity.

Students have the opportunity to earn credits in four years of English, Algebra I, Geometry, World History, American Studies, and U.S. History. Through a mixture of individualized and small group instruction, personalized activities, and interdisciplinary projects, students become more engaged and responsible for their learning.

Students are required to enroll in at least two Alternative Education classes and advisor group.

A student can be referred to GAP by a high school staff member, an IEP meeting, a parent, or by themselves. Each student will need to complete a written application (with essay) and an interview. If accepted, each student will create an Alternative Learning Plan (ALP) with a program staff member. If a student is not meeting the requirements of the program, he or she will be placed on program probation and may be recommended for dismissal. Other options will be considered at that time.

If you want to stay in school and become part of a smaller community of learners, contact your School Counselor, an administrator, or a GAP staff member to learn more about this unique opportunity.

J. Special Education Department

IDEA (Individuals with Disabilities Education Act) is the law governing the provision of equal education opportunities/free appropriate public education in the least restrictive environment to all students with disabilities. The administration and staff at Gardiner Area High School are dedicated to providing a continuum of services necessary to meet the learning needs of all students. The teachers within the special education department provide consultation, direct instruction, and support services deemed necessary by the Individualized Educational Plan (IEP) Team. As needed, course options are created to meet the needs of the individual as discussed at the IEP meeting. Some of the classes offered to meet the individual's needs are listed and described on the following pages. If you have any questions, please feel free to contact your child's case manager.

1801A - Freshman Essentials Part I

Duration: Semester

Credit: ½

Enrollment is by IEP approval only.

1801B - Freshman Essentials Part II

Duration: Semester

Credit: ½

Enrollment is by IEP approval only.

This course will focus on the essential topics, concepts and skills of the combined freshman English courses using the power standards Writing, Language, Reading Literature and Informational Texts, and Listening and Speaking. Students will be provided with direct instruction within a small group setting. The course will include grammar mini-lessons, classic and contemporary short stories, research that connects with the stories, self-selected reading, SAT vocabulary units, a poetry unit, and fictional mystery genre, which includes short stories, a core novel, and informational texts connected to this genre.

1802A - Sophomore Essentials Part I

Duration: Semester

Credit: ½

Enrollment is by IEP approval only.

1802B - Sophomore Essentials Part II

Duration: Semester

Credit: ½

Enrollment is by IEP approval only.

This course will focus on the essential topics, concepts and skills of the combined sophomore English courses using the power standards Writing, Language, Reading Literature and Informational Texts, and Listening and Speaking. Students will be provided with direct instruction within a small group setting. The course will include grammar mini-lessons,

classic and contemporary short stories, research that connects with the stories, self-selected reading, SAT vocabulary units, a poetry unit, and fictional mystery genre, which includes short stories, a core novel, and informational texts connected to this genre.

1803A - Junior English Essentials Part I

Enrollment in this course is by IEP approval only.

Duration: Semester

Credit: ½

Direct instruction is provided in reading and written language skills in a small group setting. The purpose of American Studies is to coordinate history and English development from the 1800's to the Contemporary Era. Genres such as the essay, short story, poetry, drama, and novel will be studied to improve students' appreciation and comprehension skills. Readings for this class will connect chronologically with the junior social studies class in American Studies.

Tasks/assignments aligned with the Maine Learning Results will be the foundation of this year's work in English. Also included will be the development of research techniques. Additionally, communication skills of expository writing and oral presentations will be reinforced.

1803B - Junior English Essentials Part II

Enrollment in this course is by IEP approval only.

Duration: Semester

Credit: ½

Direct instruction is provided in reading and written language skills in a small group setting. The purpose of American Studies is to coordinate history and English development from the 1800's to the Contemporary Era. Genres such as the essay, short story, poetry, drama, and novel will be studied to improve students' appreciation and comprehension skills. Readings for this class will connect chronologically with the junior social studies class in American Studies.

Tasks/assignments aligned with the Maine Learning Results will be the foundation of this year's work in English. Also included will be the development of research techniques. Additionally, communication skills of expository writing and oral presentations will be reinforced. Part II continues to work on these skills and concepts.

1804A - Senior English Essentials Part I

Enrollment in this course is by IEP approval only.

Duration: Semester

Credit: ½

Direct instruction is provided in reading and written language skills in a small group setting. This course is designed to serve the student who plans to attend a technical college, enter the military, or seek employment. This course will deal with "real life" situations, which teach career skills and will place a strong emphasis on application to the workplace. The course will concentrate on technical skills presented with the use of communication modules including videotaped presentations and laboratory activities. A strong emphasis will be placed upon individual and group activities. Writing will include expository writing, letter writing, resumes and other business-related communications. Reading will also be emphasized. Tasks /assignments aligned with the Maine Learning Results will be the foundation of this year's work.

1804B - Senior English Essentials Part II

Enrollment in this course is by IEP approval only.

Duration: Semester

Credit: ½

Direct instruction is provided in reading and written language skills in a small group setting. This course is designed to serve the student who plans to attend a technical college, enter the military, or seek employment. This course will deal with "real life" situations, which teach career skills and will place a strong emphasis on application to the workplace. The course will concentrate on technical skills presented with the use of communication modules including videotaped presentations and laboratory activities. A strong emphasis will be placed upon individual and group activities. Writing

will include expository writing, letter writing, resumes and other business-related communications. Reading will also be emphasized. Tasks /assignments aligned with the Maine Learning Results will be the foundation of this year's work. Part II continues to work on these skills and concepts.

180812- Algebra 1 Essen Pt I

Enrollment in this course is by IEP approval only.

Duration: Semester Credit: ½

This course is designed for the student who needs to build confidence in basic math skills and who needs to complete Algebra I. The focus for this course is on building number sense and solving equations. The course will provide practice in fundamental math skills and introduce the student to new concepts basic to the study of algebra. Newly introduced concepts will include integers, variables, algebraic expressions, simple equations and inequalities.

180813 - Algebra 1 Essen Pt II

Enrollment in this course is by IEP approval only.

Duration: Semester Credit: ½

This course is designed for the student who needs to build confidence in basic math skills and who needs to complete Algebra I. The focus for this course is on building number sense and solving equations. The course will provide practice in fundamental math skills and introduce the student to new concepts basic to the study of algebra. Newly introduced concepts will include integers, variables, algebraic expressions, simple equations and inequalities.

1809A - Algebra II Essentials Part I

Enrollment in this course is by IEP approval only.

Duration: Semester Credit: ½

Prerequisite: Successful completion of Algebra IA and Algebra IB Essentials.

This course reinforces and expands upon skills and concepts taught in Algebra I. Linear functions, systems of equations, and graphing will be used as tools in problem solving. A solid understanding of linear algebra is necessary for success in this course.

1809B - Algebra II Essentials Part II

Enrollment in this course is by IEP approval only.

Duration: Semester Credit: ½

Prerequisite: Successful completion of Algebra IA and Algebra IB Essentials.

This course reinforces and expands upon skills and concepts taught in Algebra I. Linear functions, systems of equations, and graphing will be used as tools in problem solving. A solid understanding of linear algebra is necessary for success in this course.

180801 - Geometry Essentials – Part I

Enrollment in this course is by IEP approval only.

Duration: Semester Credit: ½

Prerequisite: Successful completion of Algebra II or Algebra II Essentials.

This course integrates topics from Geometry and Algebra I. Topics include matrices, coordinate geometry, transformations and an investigation of Euclidean Geometry. Connections are continually made among the various areas of mathematics and a variety of problem situations. Concepts will be reinforced with hands-on activities. The practical use of higher mathematics is emphasized throughout the course.

180802 - Geometry Essentials – Part II

Duration: Semester

Credit: ½

Enrollment in this course is by IEP approval only.

Prerequisite: Successful completion of Algebra II or Algebra II Essentials.

This course integrates topics from Geometry and Algebra I. Topics include matrices, coordinate geometry, transformations and an investigation of Euclidean Geometry. Connections are continually made among the various areas of mathematics and a variety of problem situations. Concepts will be reinforced with hands-on activities. The practical use of higher mathematics is emphasized throughout the course.

Functional Life Skills

Enrollment in this course is by IEP approval only.

This program is designed to provide special needs students with independent living skills, training in classrooms and community-based settings. This is primarily a self-contained classroom with mainstreaming opportunities when appropriate. Programming is individualized using the IEP process. Program domain areas include functional academics, leisure skills, community usage skills, functional communication skills, vocational training and self-help skills.

Course offerings include:

Functional English

Functional Math

Functional Science

Functional History/Social Studies

Functional Career Prep

Functional Fine Arts

Functional Adaptive Physical Education

K. Capital Area Technical Center

Capital Area Technical Center (CATC) is committed to developing technical and academic skills and promoting the student attitudes and achievement that will prepare all students for further education and careers in the 21st century. CATC offers a variety of programs to seniors, juniors and, in some programs, sophomores, and freshmen. Most programs are offered on a half-day basis, but some are available on a full-day basis. Courses may require CATC permission and/or prior approval from the sending school guidance counselor.

Architectural & Engineering Design

Duration: Full-Year

Juniors/Seniors

19389 – Architectural and Engineering Design I - Credit: 3 (Half-Day)

Beginning with the basics of design this program will prepare students for entry-level positions within the industry and the tools for post-secondary education. Design skills are developed through applied drawings created by state-of-the-art equipment. Individualization of instruction allows students to qualify for beginning positions while providing an excellent foundation for those planning a career in Architecture, Interior Design, Engineering and related fields. Students can develop creative portfolio work required for admission to programs, such as UMA's Bachelor of Architecture and most other professional architecture and design-related programs.

In the Architectural Design portion, students will learn design principles and methods of construction in residential design. Students will develop the necessary technical skills to communicate architectural ideas in an understandable, efficient, and accurate manner. Field trips to architecture and engineering college programs in Maine, along with opportunities to see construction and architecture in Maine and urban contexts, such as Boston, provide students with a well-rounded and very inspiring introduction to the fields of architecture.

This class will also design and draw plans for a residence, which may be constructed by the Building Construction class.

Students can learn to communicate ideas through freehand drawing/painting, Chief Architect CAD, AutoDesk CAD, SketchUp and RevitCAD, along with the opportunity for extensive hands on 3D model making opportunities.

In the Engineering Design portion, students will learn to apply the principles of design through developing 3D parts, assemblies, and basic 3D printing technology. Students will learn the basics of bridge design through research, model-making, and basic structural engineering calculations. Projects assigned are based on a differentiated approach to meeting the interests and skills potential of the individual students. Students can develop their own project with approval and guidance by the instructor.

Certifications Offered:

Skills USA

NOCTI Architectural and Technical Drafting Certification

OSHA 10 hour General Industry Course

1916 - Auto Body Repair - Paint and Refinishing

Duration: Full-Year

Credit: 3 (Half-Day)

Juniors/Seniors

Auto Body Repair - Paint & Refinishing is a two-year program providing instruction in all phases of automotive refinishing and non-structural repair.

Students will cover the basics of Automotive Repair & Refinishing. Students will work with spray guns and related equipment while in the spray booth and mixing room. They will also learn how to identify paint defects, along with their causes and how to correct them. Color theory and applications will also be covered in addition to detailing and cleanup. During the school year, students will be assigned to projects on donor vehicles, along with repair panels to enhance their skill level.

Students will also cover surface preparation. During the course, students will receive hands on training on both steel and plastic exterior panel repair and replacement. The curriculum will focus on the proper disassembly and reassembly of motor vehicles. Students will learn how to deal with movable glass and hardware and trim removal and replacement. Students will also learn the concepts in the use of plastics and adhesives in the repair procedure.

During the year students will also be working on shop projects and some customer vehicles. In the final semester, students may be allowed to bring in a vehicle with instructor permission. The Auto Body program also includes topics such as: ethics, resume writing, job interviewing and has an intensive safety program.

For the 2nd year student, the program reinforces previous skills learned and introduces a more individual learning plan. This is achieved through more complex projects that involve problem solving.

Certifications Offered:

NATEF/ASE Student Certification Program

OSHA 10 hour General Industry Course

SP/2 Safety Program

College Credit Opportunities:

Northern Maine Community College

Articulation Agreement with: New England Institute of Technology (NEIT)

Lincoln Tech

1922 - Automotive Technology I

Duration: Full-Year

Credit: 3 (Half-Day)

Juniors/Seniors

Prerequisite: Algebra I concepts, being able to work formulas and equations, reading and writing at grade level.

The automotive technology program will prepare students for entry level positions in the automotive field. The

Maintenance and Light Repair curriculum is approved by The National Automotive Technicians Education Foundation(NATEF) and the program is NATEF certified in the following areas; brakes, electrical, engine performance, steering and suspension, engine repair, automatic and manual transmissions work, manual drive train, and heating and air conditioning. Industry standards are used and incorporated as well as up to date equipment to prepare a student for today's work environment. Students will be taught professionalism that an employer will expect on the job. The program offers a second year to improve students' skills and to advance knowledge in additional areas.

Certifications Offered:

NATEF Brakes
NATEF Electrical
NATEF Engine Performance
NATEF Steering and Suspension
SP/2 Safety Program

College Credit Opportunities:

Central Maine Community College
Articulation Agreement with: Southern Maine Community College

19230 - Automotive Technology II

Duration: Full-Year Credit: 3 (Half-Day) Seniors

Prerequisite: Students that have successfully completed Automotive Technology may apply. Applications will be considered based on a rubric provided by CATC.

Students will continue the work started in Automotive Technology 1 by advancing their knowledge of automotive electronics, engine performance, steering and suspension. This course is offered in the afternoon (11:30-1:30) session only.

1928 - Building Construction

Duration: Full-Year Credit: 3 (Half-Day) Juniors/Seniors

The Building Construction program provides instruction and practice in the principles of residential construction. Students build scale and full-size buildings, perform building tasks in the Augusta community, and study related information in the classroom. Students successfully completing the Building Construction course of instruction and work activities will be qualified for entry-level positions in construction, retail lumber, and related fields. This program helps build a firm foundation for furthering education in building technology programs at community colleges. **Students should have mastery of measuring, reading, arithmetic computation skills, be familiar with a full-function calculator to perform basic mathematical operations, and perform calculations using fractions and decimals.**

Certifications Offered:

OSHA 10 hour

College Credit Opportunities:

Central Maine Community College

1978 - Business Academy I

Duration: Full-Year Credit: 3.0 (Half-Day) Juniors/Seniors

The Business Academy is a dual enrollment program designed to provide students the fundamental skills necessary for success as they continue their education after high school and enter the workforce.

Students enrolled in the Business Academy have the opportunity to earn up to 15 college credits, which equates to one semester of college. It is an excellent foundation for business education at the postsecondary level.

Topics include: management, marketing, communication, business computing, finance and leadership.

College Credit Opportunities:

Dual Enrollment with:
Kennebec Valley Community College
Northern Maine Community College
Thomas College
University of Maine at Presque Isle

19780 - Business Academy II

Duration: Full-Year Credit: 3 (Half-Day) Juniors/Seniors

Prerequisite: Students that have successfully completed Business Academy may apply. Applications will be considered based on a rubric provided by CATC.

The Business Academy is a dual enrollment program designed to provide students the fundamental skills necessary for success as they continue their education after high school and enter the workforce. Students enrolled in the Business Academy have the opportunity to earn up to 15 college credits, which equates to one semester of college. It is an excellent foundation for business education at the postsecondary level.

Topics include: management, marketing, communication, business computing, finance and leadership.

College Credit Opportunities:

Dual Enrollment with:
Kennebec Valley Community College
Northern Maine Community College
Thomas College
University of Maine at Presque Isle

1942 - Certified Nursing Assistant

Duration: Full-Year Credit: 3 (Half-Day) Juniors/Seniors

This half-day program provides students with the opportunity to acquire knowledge and learn the skills necessary to become a Certified Nursing Assistant. Students learn how to give basic nursing care to patients and residents. This includes assisting with personal hygiene, movement, nutrition, elimination, communication and emergency situations. In the classroom students learn about anatomy and physiology, diseases, illnesses and conditions of the human body, and they practice tasks in the skills lab. Working in the local nursing homes and hospital is required. Qualified students who successfully complete the program have the opportunity to take the State of Maine Certified Nursing Assistant exam in the spring and become a Certified Nursing Assistant (C.N.A.). Students are prepared to work as a C.N.A. and/or further their education in nursing or other medical fields.

It is recommended that students take biology and health courses prior to attending this program. Attendance is vital to this program, as there are state mandated hour requirements that must be fulfilled prior to taking the C.N.A. exam. A student interview and references may be required. A student must be 16 years of age to be eligible for a State of Maine Board of Nursing CNA license. Students cannot gain employment until they are 18 years of age. Teachers in the Health Careers Academy encourage juniors to take medical terminology to provide a solid foundation of the medical language and then enroll in the CNA program as a senior. Criminal background checks are required by the State in order to complete the CNA certification.

Certifications Offered:

State of Maine Certified Nursing Assistant
OSHA 5 hour card

1930 - Computer Technology I

Duration: Full-Year

Credit: 3 (Half-Day)

Juniors/Seniors

The program will incorporate background work for the A+ Certification Test. Students will have classroom work and hands-on experience that will prepare them for entry-level positions and/or post secondary related programs. Testout PC Pro Course: PC Hardware and Software curriculum provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level information and communication technology (ICT) professionals. The curriculum covers the fundamentals of PC technology, networking, and security and also provides an introduction to advanced concepts..

Certifications Offered:

SkillsUSA
Testout PC Pro

College Credit Opportunities:

Central Maine Community College

1931 - Computer Technology II

Duration: Full-Year

Credit: 3 (Half-Day)

Seniors

Prerequisites: Students that have successfully completed Computer Technology may apply. Applications will be considered based on a rubric provided by CATC.

This program will prepare students for the CompTIA Network+ exam. Students will gain the knowledge and skills they need to install, configure and maintain a network for a small business. Providing them with simulations, lectures and information for preparation. Students will further their knowledge and resume with the additional networking information. This is an accelerated class with the second half of the school year open to the possibility of more certifications or a student project.

Certifications Offered:

Testout Network Pro
Testout Routing and Switching Pro
Testout Security Pro

College Credit Opportunities:

Central Maine Community College

1935 - Culinary Arts

Duration: Full-Year

Credit: 3 (Half-Day)

Juniors/Seniors

The Culinary Arts program trains students that are serious about a career in the Food Service Industry. Students learn basic food preparation and safety, menu planning, baking fundamentals and proper dining room service techniques through daily lab work. Students are expected to participate in in-house functions,, banquet service and outside catering events by a professional chef with over 20 years of experience. Employment potential is excellent and there are many post—secondary opportunities available. Students will complete a resume, compete in cooking challenges, learn basic prep of mother’s sauces, and complete basic knife cuts. **Students should have basic math skills and knowledge of algebra, have average reading and writing skills, and be computer literate. Basic knowledge of French for culinary terms is helpful.**

Certifications Offered:

Serv-Safe
SkillsUSA
NOCTI

College Credit Opportunities:

Articulation agreements with: Central Maine Community College
Eastern Maine Community College
Johnson & Wales University
Culinary Institute of America
Southern Maine Community College

19350 - Culinary Arts II

Duration: Full-Year

Credit: 3 (Half-Day)

Seniors

Prerequisites: Students that have successfully completed Culinary Arts may apply. Applications will be considered based on a rubric provided by CATC.

The Culinary Arts program trains students for a career in the Food Service Industry. Students learn advanced techniques in food preparation, baking and advanced knowledge of cuisines. Students can also learn an advanced dining room preparation of tableside cooking and advanced industry knowledge. Students will also help in mentoring first year students in basic knowledge of culinary arts. Students will be held responsible for leading, coordinating, and accomplishing advanced assignments using independent performance. Students will complete a portfolio, perform cooking demonstrations, make advanced sauces made with mother sauces and be eligible for hospitality certifications.

Certifications Offered:

Same as Culinary Arts above

College Credit Opportunities:

Same as Culinary Arts above

1940 - Early Childhood Education

Duration: Full-Year

Credit: 3 (Half-Day)

Juniors/Seniors

Early Childhood Education offers two one-year programs based on the standards put forth by the National Association for the Education of Young Children. All students, regardless of year of enrollment, will assist in operating an on-site preschool program and will interact with local teachers and daycare providers when completing student teaching opportunities in the community. Students will work to develop a professional portfolio constructed on the preparation standards from the National Association for the Education of Young Children (NAEYC).

During the 2019-20 school year, students will become acquainted with professional opportunities and expectations related to the early childhood field, learn about child development, prenatal to age eight, and receive instruction regarding assessment and how to measure if children are growing and learning.

During the 2018-19 school year, students will focus on healthy, safe classroom environments, as well as curriculum development. They will design a classroom layout, learn how to choose safe materials for children, receive training around safety and child abuse and develop curriculum based on standards.

Students must be 16 years old to participate in this program, have excellent reading and writing skills, and be strong communicators.

Certifications Offered:

OSHA

First Aid/CPR

ServSafe Safe Food Handler

Begin a CECA (Certified Early Childhood Assistant), which may be completed during the 2nd year of the Early Childhood Education program

College Credit Opportunities:

Northern Maine Community College

Thomas College

1927 - Electrical Technology

Duration: Full-Year

Credit: 3 (Half-Day)

Juniors/Seniors

The Electrical Technology program is a two year program. The program will cover AC electrical theory, residential construction wiring, and some light commercial wiring. All students will receive a State of Maine Electrical Helpers license and will be required to complete the OSHA 10-hour safety course. Class time is split between class instruction, practical wiring, labs, and real world projects in the school and local community. Parts of the National Electrical Code are covered in great detail that pertain to residential wiring. There is a full size ranch-style house framed up in the classroom that students will wire to code. Students will have an opportunity to compete in the SkillsUSA competition at the local, state and national level. The Electrical Technology program exposes students to basic electrical technology which they

can build upon to develop their careers. Students will leave the program with the skills needed to work for an electrical contractor at an entry level position and with the skills needed to continue their education. The CATC Electrical Technology program is recognized by the State of Maine Electricians' Examining Board in satisfying the 576 education hour requirement to be eligible to take the Journeyman Electrician's Exam. Graduates of the two year program receive the full education requirement (although the Board requires an additional 45 hour National Electrical Code class) while one year students meet 351 hours of the requirement.

Certifications Offered:

Maine Electrical Helpers License

OSHA 10 hour

576 hour program of study requirement towards the State of Maine Journeyman License Exam

1964 - Graphic Design and Printing I

Duration: Full-Year

Credit: 3 (Half-Day)

Juniors/Seniors

In this course, students will use their creativity and problem-solving skills to create original graphic and commercial art projects from concept to design to implementation. Students utilize the Adobe creative suite of products such as: Photoshop, Illustrator and Indesign to learn the fundamentals of layout and design through hands on projects. Sample topic areas include Typography, Advertising, Logo Design, Digital Photography, Photo Manipulation/restoration, Tshirt Design etc. Students are also introduced to the following printing and finishing operations: screen printing, vinyl cutting/solvent printing, sublimation printing, digital output, wide format printing, and basic bindery. An emphasis is placed on professional conduct and work ethic. Hands-on experience is gained through participation in live jobs throughout the school year.

Certifications Offered:

SkillsUSA

OSHA 10 hour

College Credit Opportunities:

Central Maine Community College

1968 - Graphic Design and Printing II

Duration: Full-Year

Credit: 3 (Half-Day)

Seniors

Prerequisites: Students that have successfully completed Graphic Design may apply. Applications will be considered based on a rubric provided by CATC.

Students should be very comfortable with extended computer operations as they will spend a great deal of time primarily in our Mac Lab using very in-depth programs for the Graphic Design industry. Second-year students should possess the following skills: Time management, Self Direction, Motivation, and have a good feeling for the above programs.

Students enrolled in this second level course will improve their design and printing skills through the production of jobs for non-profit organizations and schools. Students will complete higher level projects that have been built on the basic skills learned in Graphic Design I. Advanced topics will include: business identity package, 4 color t-shirt design and production, multi-color vinyl decal design and production, etc. Additional coursework will be tailored to individual interests. Students in Graphic Design II will also apply and demonstrate their skills by assisting first level students as mentors

19572 - Plumbing

Duration: Full-Year

Credit: 3 (Half-Day)

Juniors/Seniors

Recommendations: Students should have a mastery of reading, measuring, and arithmetic computation skills. Students should also be familiar with a full-function calculator to perform basic mathematical operations, and should be able to perform calculations using fractions and decimals.

Plumbing and Heating offers two one-year programs providing instruction in all phases of plumbing and heating technology. The students will learn installation, repair, and maintenance of plumbing and heating equipment.

In the heating year(2021-2022), students will learn the basics of oil and gas heating systems. They will learn to use the tools to maintain, install, and troubleshoot heating systems. Boilers and furnaces will be worked on in our lab. Students will be involved in the installation, maintenance, and adjustment of equipment. This will require skills learned in piping, wiring, control circuitry, and sheet metal. Hot air ductwork and hydronic heat distribution units, such as baseboard and radiant, will be installed as zone of heat in our shop. Solar, wood, and refrigeration will be explored as heating sources in the trades.

In the plumbing year (2020-2021), students will learn about different types of piping and fittings and the tools required for their proper installation. Plumbing installations will be done under slab and in wood frame spaces in and outside our shop. Students will learn about different pumps, tanks and plumbing fixtures and be involved in installation and service of the equipment. Domestic water heating by electricity, gas, oil, and solar will be understood. Upon completion of the course, students will have the opportunity to receive credit for Plumbing Fundamentals in the EST program at Kennebec Valley Community College.

Both courses use a nationally recognized curriculum with a national registry for qualified students. Graduates have basic entry-level skills to enter the workforce or continue their education in P&H at a technical college.

Certifications Offered:

OSHA 10 hour Construction Course
National Association of Home Builders
National Oilheat Research Alliance Bronze Course

College Credit Opportunities:

Kennebec Valley Community College

19444 - Law Enforcement Academy

Duration: Full-Year

Credit: 3 (Half-Day)

Juniors/Seniors

Students enrolled in the Law Enforcement will gain a head start in this increasingly competitive field. The broad range of topics include Maine criminal law, traffic law, criminal investigations, report writing, defensive tactics, use of force options, ethics, legal subjects and human relations. The course is designed to help students make a career choice in the main occupations available in the field and to prepare them for further training or education in the criminal justice/law enforcement field. Students in this program are expected to display high standards of ethical and moral behavior, in and out of the classroom, that reflect professionalism, respect, commitment, dedication, pride, self-discipline and teamwork. The curriculum is delivered through lecture, videos, hands-on applications, demonstrations and practical scenarios. Major topics in the course include: defensive tactics, physical fitness, drill & ceremony, situational use of force options (pepper spray, taser, baton, firearms), low / high risk stops, crime scene processing and weekly report writing assignments. Students in the course are expected to be clean shaven, keep their hair well groomed. Uniform, boots, and equipment will be provided.

Certifications Offered:

Handgun safety course
CPR/AED
Hazardous Materials Awareness

College Credit Opportunities:

Articulation agreement with: Husson University

1948 - Machine Tool Technology & Welding Fabrication I

Prerequisite for Machine Technology II

Duration: Full-Year

Credit: 3 (Half-Day)

Juniors/Seniors

This course will introduce students to both basic machining and welding. Activities include: lathe operations, milling machines, drill presses, blueprint reading and other tools found in the metal industry. They will also be introduced to aspects of Shielded Metal Arc Welding (Stick), Metal Inert Gas Welding (MIG), Plasma Cutting, Oxy/Fuel Torch operation and an introduction to Tungsten Inert Gas Welding (TIG). All students will be expected to obtain a certification in NIMS (National Industrial Metal Society) or an AWS (American Welding Society) certification. These credentials are universally recognized in each of the respective industries.

Certifications Offered:

National Industrial Metal Society (NIMS)

American Welding Society (AWS)

College Credit Opportunities:

Southern Maine Community College

1949 - Machine Tool Technology & Welding Fabrication II

Duration: Full-Year

Credit: 3 (Half-Day)

Seniors

Prerequisites: Students that have successfully completed Machine Tool & Welding Fabrication may apply. Applications will be considered based on a rubric provided by CATC.

This course is an expansion on the Machine Tool / Welding Technology I program with an increased level of expertise in Machining and Welding. The Machinist projects are more complex. Students will be exposed to CNC, Four Jaw Chucking, and other advanced processes. The Welding criteria will expand to include a more comprehensive skill set in the various test positions required by the AWS (American Welding Society). The students will expand their knowledge in Tig, Blueprint reading and other advanced aspects of welding.

194201 - Medical/Veterinarian Terminology

Duration: Full-Year

Credit: 3 (Half-Day)

Juniors/Seniors

The first semester of the course will cover medical terminology. The second semester of the course will cover veterinarian terminology. Students will learn human and companion animal anatomy and physiology, fire safety, CPR for humans and animals, as well as infection control procedures. Students will practice various skills related to human and animal studies including vital signs, feeding and bathing animals and other various human and animal nursing procedures. Students will also have hands on experience in a variety of clinical settings, as determined by the instructor. Students that successfully complete the program may be eligible to become employed in a medical office setting and/or veterinary clinic. This is an excellent course to begin education in the health field, as students learn the terminology that will be a good base for any medical career. This course is offered during the afternoon (11:30-1:30) session only.

Certifications Offered:

CPR for humans and animals

5 hour OSHA card

College Credit Opportunities:

Dual Enrollment with: Central Maine Community College

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